

**THE CHARACTER VALUES FOUND IN THE ENGLISH
TEACHING AND LEARNING PROCESS FOR THE 5th GRADE
STUDENTS IN SD N KRAPYAK WETAN BANTUL FOR THE
ACADEMIC YEAR OF 2012/2013**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Degree of *Sarjana Pendidikan* in English Language Education



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FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2013

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For the Attainment of the Degree of *Sarjana Pendidikan*

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PERNYATAAN

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 14 January 2013

Penulis



Wahyu Setya Putri

Mottos

Orang yang paling bodoh adalah orang yang menyesal di akhir perbuatannya.

(Umar Bin Khatab – Singa Padang Pasir)

In life, what sometimes appears to be the end is really a new beginning.

A friend is someone who knows the song of your heart and can sing it back to you when you have forgotten the words.

(Anonymous)

I don't care from whom you were born.

Harga diri adalah harga mati.

(Wahyu Setya Putri)

This thesis is dedicated to:

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My outstanding Mommy

SUWARNO

My firm Daddy

BENI YULI PRASTOWO, S.Pd.

My diligent third older brother

YAN DWI RUSTANTO

My nice second older brother

EKO PURWANTO

My quiet oldest brother

And

My cute nephews and niece

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Yogyakarta, January 14, 2012

The writer

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**By: Wahyu Setya Putri
NIM 08202241029**

ABSTRACT

The objectives of the research is to analyze the character values which are found in the English teaching and learning process. The subjects of the research is the teacher of SD N Krapyak Wetan Bantul. The object of the research is focused on the character values in the English teaching and learning process.

The type of this research is a case study. The data are collected through the observations and the interview. The observations are done to get the data from the English teacher to analyze the values in the teaching and learning process. Then, those data and information are recorded through the documentations. After they are collected, they are analyzed to find out the values are included in the English teaching and learning process. Triangulation is done by checking the findings with the research respondents through the interview.

There are several character values in the teaching and learning process. The teacher also develops them so that those values are not only from the Ministry of Education, but also she integrates more values in her teaching. She internalizes those values through the method, the materials, the classroom activities, and interaction. She also becomes the model of the character values. They are care, honesty, hard working, religiosity, tolerance, independence, firmness, discipline, communication, responsibility, respect, helpfulness, creativity, participation, and democracy.

CHAPTER I

INTRODUCTION

A. Background of the Problem

The current issue of education in Indonesia concerns with character education at schools. It emphasizes that education not only has academic purposes, but also non-academic purposes such as growing character values and developing soft skills of students as stated in *UU Sisdiknas* article 3,

“...pendidikan nasional berfungsi mengembangkan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggungjawab.”(Kemendiknas, 2010:2)

The law above explains that national education has a function to develop students virtues. They are expected to have good moral values such as to be independent, to be democratic, to be creative, and to be responsible. Those values can make them to be good citizens.

Character education has some main purposes. They include developing life skills and growing character values. Those skills and values can be integrated into students' education at schools. There are at least 13 values which are developed in elementary schools like honesty, discipline, curiosity, creativity, tolerance, etc. (*Kemendiknas, 2010:32-37*)

Likely, moral degradation occurs in the world of education. It is sometimes heard that bullying tend to become a general problem at schools. It indicates that educating moral values to the students is still low. Education is

not only developing students' cognitive abilities, but also their affective abilities. Therefore, character education appears into the schools' education recently. It has a role to maintain national values of Indonesian students.

It is hoped that every school implements character education. The teachers have significant roles in realizing this. They are supposed to not only teach, but also educate students. In this sense, educating students involves building up their characters or personalities as expected in the educated society. Ideally, the teachers recognize their students better than any other people in society and they build up a close bond of relationship among them. Having said so, it seems realistic and rational that they play significant role in implementing character education.

Theoretically, character education can be integrated in every lesson. Its values can be attached into the syllabus and be integrated into the lesson plans. *Kemendiknas* (2010:11) stated that the character education values are not delivered directly to students, but they are integrated in the teaching learning process. These values are implemented through the teaching learning process in the classrooms. It is hoped that students obtain the values comprehensively so that they can be responsible of whatever they do in their life. In response to this, they are demanded to learn any lessons by thinking, by behaving, and by doing.

Each value has its own definitions and indicators. These definitions and indicators comprise some values that can be selected and integrated into learning materials as a part of the teaching English. However, the values are not limited from the government. There are more virtues that can be added by the teachers.

The character values from the government are for examples so that they have deep understanding about those values. These values are not taught, but they are developed through the teaching and learning process. It means the teachers do not need to tell students what values can be derived from certain chapters in the lessons; instead, they internalized those values into the teaching learning process. They use the materials to grow the values through the activities in the classrooms and help students develop their characters.

In this occasion, values in character education are integrated to a language learning. English is one of the language learning or the lesson which is taught in the elementary school level. The students learn English from 1st grade or at least 3rd grade. They learn English as a foreign language. It means it is expected the teachers to integrate those values into the English learning. Besides, they can also be the model in integrating those values.

In conclusion, this research tries to investigate the character education values in the English teaching and learning process. Information about the character education values can be used for seeking insight ways on how the teachers integrate those values. Information also can be used to find character values contain in English materials. It means the teachers can integrate the values through the materials they use in the classroom activities.

B. Problem Identification

Nowadays, character education becomes a hot issue in Indonesia although it is not new. Actually, the role of the teacher is not only teaching, but also educating because Indonesian society likely has a perspective that they are

regarded as the students' parents at schools. They should educate students by internalizing the character values. Therefore, the government declared character education explicitly to see the implementation at schools. Character education poses values to be integrated into the school lessons such as in the syllabus and the lesson plans. Every lesson has to include character values. Those should be reflected in the teaching learning process.

On the other hand, English is also a lesson which has a role to include values in the teaching learning process. An English lesson reflects values through classroom activities. Those are implemented by the teachers. The teachers create activities which integrate several values in their teaching.

Preliminary observation shows that there are some factors that influence the character education values in the English teaching and learning. Those factors are the teacher and the process.

The first problem is related to the teacher. It includes methods and materials in the teaching learning process. Ideally, the methods used by the teacher can reflect a way to integrate the character values. There are several methods which are used by the teacher such as total physical response (TPR). This method is usually used at elementary school. It presents a concept of listening and doing. Here, all of the students are demanded to participate in the classroom because they have to do what the teacher says. The students listen to a teacher and then they do what the teacher says. They learn through repetition. (Larsen-Freeman, 2000:107)

Then, the problem is also related to the materials. The teacher should find that there are several values in English materials which are integrated into the teaching learning process. The materials contain values in every unit of the books. The materials are the coursebook and the students' worksheet which are used by the teacher and the students.

The last problem is related to the process. The teaching and learning process includes classroom activities and interaction. Those are significant because the teacher integrates the character values through classroom activities. An example of classroom activities are work in a group. Here, the teacher internalizes cooperation or tolerance.

On the other hand, the teaching and learning process needs interaction especially between the teacher and the students. Commonly, the interaction impacts on how the teacher integrates a communicative value. The teacher educates the students to be communicative through the interaction.

From the problems mentioned above, those factors impact the character education values at elementary schools. Therefore, the problems are solved by discussing findings of the research later.

C. Delimitation of the Problem

Based on topics research stated above, the researcher reduces problems related to the character education values. This discussion focuses on the character education values which are found in the English teaching and learning for the 5th grade students of SDN Krapyak Wetan Bantul. The discussion can help to solve the problems of character education as well as problems related to the teacher and

the process on problem identification. Finally, this study tries to investigate the character education values which can be found in the teaching learning process.

D. Formulation of the Problem

Based on the limitation of the study above, the researcher formulates the problems into the following questions:

1. What character education values are included in the teaching and learning process of the 5th grade students of SD Negeri Krapyak Wetan?

E. Objective of the Study

This study is to find character education values in the English teaching and learning process for the 5th grade students of SDN Krapyak Wetan Bantul in the academic year of 2012/2013.

F. Significance of the Research

The researcher expects that this research gives benefits for the other researchers to understand about character education deeply. The researcher realizes that Indonesian values should be integrated through an English lesson. The researcher hopes that the study is helpful for university students in understanding and appreciating the importance of character education for junior high school and high school students too. They also can seek information deeply about the implementation of character education at schools.

CHAPTER II

LITERATURE REVIEW

This chapter presents the review of literature related to the research. It is necessary to support the study of the researcher which brings some ideas from the study before it. The review of literature provides some basic general ideas from the study of the implementation of character education through the English learning for the 5th grade students or the children. These are the explanation of the sources which are related to support the research.

A. Theoretical Description

1. Definitions of Character Education

A definition of character and a definition of education must be understood first. They are separated first before coming to the complete definitions of both. Then, those are combined to know what it means. First of all, a description of character as mentioned below:

“...karakter adalah watak, tabiat, akhlak, atau kepribadian seseorang yang terbentuk dari hasil internalisasi berbagai kebajikan (virtues) yang diyakini dan digunakan sebagai landasan untuk cara pandang, berpikir, bersikap, dan bertindak.” (Kemendiknas, 2010:3)

The description above tells that the character appears from an individual as society. It means that society influences to someone's character because the ways of people behave show who they are. After that, society judge what each person's characters from those ways in socializing. They also can develop their character through their social environment and its cultures.

A development of character can be gotten from education especially in formal educations. Here, teachers have an important role in educating hearts, brains, and physical of students because they are regarded as students' parents at schools. They also have a role to educate them, not only improving their academic achievements. The teachers help students actively in learning. They scaffold them to direct ideas of the teaching learning process in the proper ways, but students are being a center of their own learning world. Therefore, they can be curious about knowledge and can try to understand it without pressure from the teachers. (Paul, 2003:138)

In line with character, education itself is a conscious efforts to make students better. It means students who do not know some things before, then they understand them later. Education is to develop their competencies to face the world. It also means that an effort of society to prepare especially the youngers for growing their nationality better than before and to be a good citizen who has characters as Indonesian truly. (Kemendiknas, 2010:4)

From those definitions, they can be combined to know the meaning of character education. It can be concluded as the following:

“...character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within” Elkin and Sweet (Kemendiknas, 2010:13)

In addition, a nature of education is to make changes for people. While learning occurs, people who have not known something yet, they know it

then. The learning also includes changes to be good or at least to be better than before. Ideally, improving is hoped through the learning process.

In educating students, teachers not only give them understanding about materials of certain lessons, but also educating them to be good people. They are to be models to show how are good people. The teachers have a job to create students, who have high personality to do right things. They must give understanding whether something is right or not with reasonable answers why it is right or wrong.

Furthermore, character education contains values which are developed through the teaching learning process because an importance of studying is its process. Those can show students to appreciate what they have achieved. Zamroni (Zuchdi, 2011:159) also stated that students must realize that they are Indonesian although they live in the globalization era and this is the duty of the teachers to introduce character education to students at schools. The students have an obligation to know that they must have Indonesian characters although they learn other languages especially from another country which has different characters or values. The values have components which are related one to another to form character. Logically, students who develop those values to God, to others, to surroundings and to themselves do those values as a habit gradually. The habit is kept because the students often do those values and creates their character as a the figure 1 below:

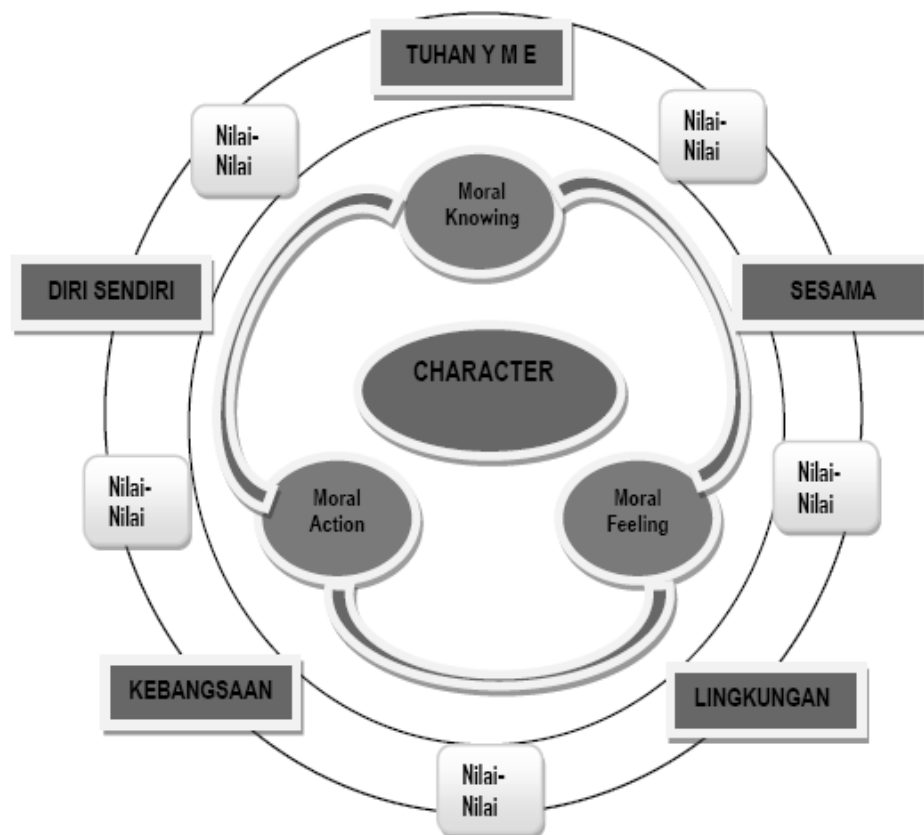


Diagram 1. Keterkaitan komponen moral dalam pembentukan karakter

Kemendiknas (2010: 21)

On the other hand, character education is also efforts to develop the values to students who realize to have knowledge and to apply the values by being responsible to God, to themselves, and to others in order to be characteristic people of doing right ways. Those values are hoped to be implemented in daily life by students. Several ways of they behave show who they are and which position they take place in society. Their choices to develop the values reflects on how they want to be in achieving their dreams. They do those values as a habitual process. Sudrajat (2010: 1)

Moreover, there are some values containing in character education. Those values are developed to indicate character education itself. Those are integrated in the English learning as a lesson taught at schools. Those values are delivered through classroom experiences. Students have opportunities to develop, to practice, and to demonstrate new behavior, new attitudes, and new skills in classroom activities. The activities help them to do these values as a habit so that they are hoped to be permanent as long-life education. (Schmidt, 2005: 61)

There are some explanation to each value or meanings of values which make them clearly or understandably. They also have branches for indicators that people can judge why a student can be seen for example as a religious student. People can see that he or she does some things which approach the indicators stated. That student reaches some indicators who states him or her according to some values like religiosity, honesty, etc. Those values are integrated in the teaching learning process in each lesson. Also, teaching materials relate the values which need to be developed implicitly. Those are made to be related to a real life. The teaching learning process can also reflect them at the three aspects of learning. They are the cognitive development, the affective development, and the psychomotoric development. That is why those aspects are implemented to the values in daily life. Hopefully, those values touch them in realizing the importance of learning itself as educated people. (*Kemendiknas*, 2011:18)

In addition, character education manage students attitudes and behavior in life so that it is really long-life learning for them because an essence of learning is a changing. When the students firstly do not understand something,

then they understand. An importance of changing here is the changing of attitudes and behavior because they impact on how they get knowledge. If students step by step reaching the values, they realize that people can have some intelligences. So, they cannot be dissatisfied if getting enough marks for certain lessons because they can improve their marks in the lessons which they are capable of them. Then, students who have not reach that values yet, they can do cheating if they just think about their marks. However, there is no guarantee that they will succeed in life with high marks at the academic world. People who succeed to reach their dreams are those who have good soft skills. They can manage themselves and can adjust to a situation to organize self facing others. Sudrajat (2010: 1)

One example is taken one of the values which is responsibility. Students who can understand their responsibilities must be dependable. Others will recognize people who have high commitments as responsible people who can be trusted to do things. Students will know that they must do the best to fulfill their obligations because they need to have responsibilities in life to reach their success through education they got. (Miller, 2009:13)

Another example is respect to others which is also important to be developed by students. Respecting others can make people feel to be regarded as a human in society. People are happy to be there with others who can appreciate them well because each person has different ways of seeing or judging something. However, they need a respect to solve problem if they have different opinions of something. Their differences can be minimized by honouring each other. In the context of students, they can have high tolerance which can be shown from group

activities in the classroom on how they accept different opinions to solve problem in a discussion to finish the teacher's tasks. Koellhoffer (2009:17) stated that everyone has a right to do something without considering any race, gender, religion, or social status of them as the obstacles between people. Basically, every student has a right to get education without considering where they come from or from whom they were born. That does not influence on how the teacher treats them because each student has the same right to receive knowledge. They can learn or study to make them to be better in controlling and in using their mind to improve themselves.

2. Character Education at Elementary Schools

Character education is given in every level of formal education from a primary level until a high school level. The primary level are beginners who can be taught values implicitly because they still need a guidance to recognize how people should behave to reach their will in right ways. They also have what it called as an absorbent mind. It means they can absorb or can learn something fast and remembering a learning well than adults. Stephenson (2010: 2)

Character education also can be assessed by observing indicators mentioned below. The values are developed for each level of formal education are different. These values are included in the elementary school level. Each value has indicators which can mention for example, a student is categorized into a religious student because he or she show behavior of religious indicators. They involve certain criteria as the followings:

Table 1. Indicators of Values

<i>NILAI</i>	<i>INDIKATOR (4-6)</i>
Religius: <i>Sikap dan perilaku yang patuh dalam melaksanakan ajaran agama yang dianutnya, toleran terhadap pelaksanaan ibadah agama lain, serta hidup rukun dengan pemeluk agama lain.</i>	<i>Mengagumi sistem dan cara kerja organ-organ tubuh manusia yang sempurna dalam sinkronisasi fungsi organ.</i>
	<i>Bersyukur kepada Tuhan karena memiliki keluarga yang menyayangnya.</i>
	<i>Merasakan kekuasaan Tuhan yang telah menciptakan berbagai keteraturan dalam berbahasa.</i>
	<i>Merasakan manfaat aturan kelas dan sekolah sebagai keperluan untuk hidup bersama.</i>
	<i>Membantu teman yang memerlukan bantuan sebagai suatu ibadah atau kebajikan.</i>
Jujur: <i>Perilaku yang didasarkan pada upaya menjadikan dirinya sebagai orang yang selalu dapat dipercaya dalam perkataan, tindakan, dan pekerjaan.</i>	<i>Tidak meniru pekerjaan temannya dalam mengerjakan tugas di rumah.</i>
	<i>Mengatakan dengan sesungguhnya sesuatu yang telah terjadi atau yang dialaminya.</i>
	<i>Mau bercerita tentang kesulitan menerima pendapat temannya.</i>
	<i>Mengemukakan pendapat tentang sesuatu sesuai dengan yang diyakininya.</i>
	<i>Mengemukakan ketidaknyaman dirinya dalam belajar di sekolah.</i>
Toleransi: <i>Sikap dan tindakan yang menghargai perbedaan agama, suku, etnis, pendapat, sikap, dan tindakan orang lain yang berbeda dari dirinya.</i>	<i>Menjaga hak teman yang berbeda agama untuk melaksanakan ajaran agamanya.</i>
	<i>Menghargai pendapat yang berbeda sebagai sesuatu yang alami dan insani.</i>
	<i>Bekerja sama dengan teman yang berbeda agama, suku, dan etnis dalam kegiatankegiatan kelas dan sekolah.</i>
	<i>Bersahabat dengan teman yang berbeda pendapat.</i>
Disiplin: <i>Tindakan yang menunjukkan perilaku tertib dan patuh pada berbagai ketentuan dan peraturan.</i>	<i>Menyelesaikan tugas pada waktunya.</i>
	<i>Saling menjaga dengan teman agar semua tugas-tugas kelas terlaksana dengan baik.</i>
	<i>Selalu mengajak teman menjaga ketertiban kelas.</i>
	<i>Mengingatkan teman yang melanggar peraturan dengan kata-kata sopan dan tidak menyinggung.</i>
	<i>Berpakaian sopan dan rapi.</i>
	<i>Mematuhi aturan sekolah.</i>

Kerja Keras: Perilaku yang menunjukkan upaya sungguh-sungguh dalam mengatasi berbagai hambatan belajar, tugas, dan menyelesaikan tugas dengan sebaik-baiknya.	Mengerjakan tugas dengan teliti dan rapi.
	Mencari informasi dari sumber-sumber di luar sekolah.
	Mengerjakan tugas-tugas dari guru pada waktunya.
	Fokus pada tugas-tugas yang diberikan guru di kelas.
Kreatif: Berpikir dan melakukan sesuatu yang menghasilkan cara atau hasil baru berdasarkan sesuatu yang telah dimiliki.	Mencatat dengan sungguh-sungguh sesuatu yang dibaca, diamati, dan didengar untuk kegiatan kelas.
	Membuat berbagai kalimat baru dari sebuah kata.
	Bertanya tentang sesuatu yang berkenaan dengan pelajaran tetapi di luar cakupan materi pelajaran.
	Membuat karya tulis tentang hal baru tapi terkait dengan materi pelajaran.
Mandiri: Sikap dan perilaku yang tidak mudah tergantung pada orang lain dalam menyelesaikan tugas-tugas.	Melakukan penghijauan atau penyegaran halaman sekolah.
	Mencari sumber untuk menyelesaikan tugas sekolah tanpa bantuan pustakawan sekolah.
Demokratis: Cara berpikir, bersikap, dan bertindak yang menilai sama hak dan kewajiban dirinya dan orang lain.	Mengerjakan PR tanpa meniru pekerjaan temannya.
	Membiasakan diri bermusyawarah dengan teman-teman.
	Menerima kekalahan dalam pemilihan dengan ikhlas.
	Mengemukakan pendapat tentang teman yang jadi pemimpinnya.
	Memberi kesempatan kepada teman yang menjadi pemimpinnya untuk bekerja.
	Melaksanakan kegiatan yang dirancang oleh teman yang menjadi pemimpinnya.
Rasa Ingin Tahu: Sikap dan tindakan yang selalu berupaya untuk mengetahui lebih mendalam dan meluas dari sesuatu yang dipelajari, dilihat, dan didengar.	Mencari sumber untuk menyelesaikan tugas sekolah tanpa bantuan pustakawan sekolah.
	Membaca atau mendiskusikan gejala alam yang baru terjadi.
	Bertanya atau membaca sumber di luar buku teks tentang materi yang terkait dengan pelajaran.
	Bertanya tentang beberapa peristiwa alam, sosial, budaya, ekonomi, politik, teknologi yang baru didengar.
	Bertanya tentang sesuatu yang terkait dengan materi pelajaran tetapi di luar yang dibahas di kelas.

Semangat Kebangsaan: Cara berpikir, bertindak, dan berwawasan yang menempatkan kepentingan bangsa dan negara di atas kepentingan diri dan kelompoknya.	Turut serta dalam panitia peringatan hari pahlawan dan proklamasi kemerdekaan.
	Menyanyikan lagu-lagu perjuangan.
	Menyukai berbagai upacara adat di nusantara.
	Bekerja sama dengan teman dari suku, etnis, budaya lain berdasarkan persamaan hak dan kewajiban.
	Menyadari bahwa setiap perjuangan mempertahankan kemerdekaan dilakukan bersama oleh berbagai suku, etnis yang ada di Indonesia.
Cinta Tanah Air: Cara berpikir, bersikap, dan berbuat yang menunjukkan kesetiaan, kepedulian, dan penghargaan yang tinggi terhadap bahasa, lingkungan fisik, sosial, budaya, ekonomi, dan politik bangsa.	Mengagumi posisi geografis wilayah Indonesia dalam perhubungan laut dan udara dengan negara lain.
	Mengagumi kekayaan budaya dan seni di Indonesia.
	Mengagumi keragaman suku, etnis, dan bahasa sebagai keunggulan yang hadir di wilayah negara Indonesia.
	Mengagumi sumbangan produk pertanian, perikanan, flora, dan fauna Indonesia bagi dunia.
	Mengagumi peran hutan Indonesia bagi dunia.
	Mengagumi peran laut dan hasil laut Indonesia bagi bangsa-bangsa di dunia.
Menghargai Prestasi: Sikap dan tindakan yang mendorong dirinya untuk menghasilkan sesuatu yang berguna bagi masyarakat, mengakui, dan menghormati keberhasilan orang lain.	Rajin belajar untuk berprestasi tinggi.
	Berlatih keras untuk menjadi pemenang dalam berbagai kegiatan olah raga dan kesenian di sekolah.
	Menghargai kerja keras guru, kepala sekolah, dan personalia lain.
	Menghargai upaya orang tua untuk mengembangkan berbagai potensi dirinya melalui pendidikan dan kegiatan lain.
	Menghargai hasil kerja pemimpin dalam menyejahterakan masyarakat dan bangsa.
	Menghargai temuan-temuan yang telah dihasilkan manusia dalam bidang ilmu, teknologi, sosial, budaya, dan seni.

<i>Bersahabat/Komunikatif:</i> <i>Tindakan yang memperlihatkan rasa senang berbicara, bergaul, dan bekerjasama dengan orang lain.</i>	<i>Memberikan pendapat dalam kerja kelompok di kelas.</i>
	<i>Memberi dan mendengarkan pendapat dalam diskusi kelas.</i>
	<i>Aktif dalam kegiatan sosial dan budaya kelas.</i>
	<i>Aktif dalam kegiatan organisasi di sekolah.</i>
	<i>Aktif dalam kegiatan sosial dan budaya sekolah.</i>
	<i>Berbicara dengan guru, kepala sekolah, dan personalia sekolah lainnya.</i>

Taken from The Book of “*Bahan Pelatihan: Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya untuk Membentuk Daya Saing dan Budaya Bangsa*”

Those values and their indicators above explain the definitions of each value. These can help the teacher to assess achievements in integrating the values.

These are the explanations of the values and their indicators one by one:

a. Religiosity

It is attitudes and behavior of people who pray based on their beliefs. They do anything which is taught by their religion. They also need to be tolerant and to respect to the other people who have different religions. People have several prerequisites to indicate them as religious people such as:

- 1) They are grateful to functions of the body and how its system works to live.
- 2) They are grateful to God who gives them families. Their families are people who have close relationship each other and who give love each other.
- 3) They are amazed with languages which exist all over the world and how the God creates a different system of each language.
- 4) They understand the schools' rules as advantages to live as the school member.

- 5) They are helpful to anyone who needs them without considering their religions. They do it as a virtue.

b. Honesty

It is described as attitudes which show a person who can be trusted. People can trust him or her of what he or she speaks, does, and works. It also can be defined as reliable. Honesty has several indicators which can show characteristics of it. They are as the followings:

- 1) Students are hoped to not cheating their friends in doing homeworks. They should be confident to do it by themselves. Ideally, they believe with their own competencies to finish homework.
- 2) They also ask to tell the truth about what happens to them. If they do so, they are indicated as an honest student.
- 3) Students are expected to tell anything in the teaching learning process. It includes difficulties in agreeing friends' opinions.
- 4) They can express something which is based on their feeling. They also believe in it.
- 5) They can tell to teachers if they feel uncomfortable in learning at classrooms.

On the other hand, there is also what we called as honesty in the academic world. It often happens during tests. Therefore, teachers should emphasize an importance of honesty in doing the tests by themselves and the students do not cheat their friends. That behavior leads to plagiarism. They tend to copy others's work if they are not given the importance of honesty in their life since they are young. They have to be understood that doing something with their

own can make others proud of them because they can create new things and not only copying from others' work which shows that they are not creative and they are lack of ideas. Koellhoffer (2009:28) explained what is included in plagiarism; "Buying or copying someone else's work (such as a term paper) and passing it off as your own, copying from someone else's paper during a quiz or test, and paying another person to do your school work."

c. Tolerance

The term tolerant is not strange in people's daily life. Students are also often heard about it. For them, it means that they have to show honour to the others. They should respect differences of religions, tribes, an ethnic group, opinions, and behavior which are in contrast with them. The indicators of tolerance are as the followings:

- 1) Students are hoped to keep rights of their friends who have different religions. They should give chances for them to do what their religions taught.
- 2) They can accept others' opinions peacefully. They also can regard this as a natural thing which often happens in life.
- 3) They can work together with any friend without considering where he or she comes from. They can do tasks with anyone who has different religions, tribes, and an ethnic group in classroom activities.
- 4) Students can make friends although they have different opinions each other. It means they can respect differences.

Moreover, one of the indicators in the tolerant value is cooperation or collaboration. It means that teachers must provide them group work activities

which can develop their personality as active learners. Those activities can also make them confident because they have friends to share and the teacher to help. According to Larsen-Freeman (2000:64), cooperative or collaborative will make students' involvement to learn with every member of their group or even the other groups. This method helps students to be understand more the learning materials and also develop themselves to be cooperative and to be confident to solve learning problems.

d. Discipline

It describes as behavior which obey rules. It is significant for students to have this value so that they can understand their rights and obligation as a student. They also can feel an importance of being on time to arrive at schools. These are the indicators:

- 1) Students can finish assignments from teachers on duty.
- 2) They can cooperate each other in doing tasks from teachers and make sure that all can be finished together.
- 3) Students can obey schools' rules with their friends.
- 4) They can remind other friends who break the schools' rules politely.
- 5) They wear the uniform tidily.
- 6) They always obey the schools' rules.

e. Hard Working

A definition of hard working itself is having much efforts to solve learning problems. It involves finishing tasks on time. Students are hoped to

submit tasks to teachers on time. It is not only finish the tasks, but also try harder to do them correctly. Hard working has the indicators below:

- 1) Students can do tasks accurately and tidily.
- 2) They can find other learning sources to support their understanding of materials. They can take benefits of using technology such as searching on the internet.
- 3) They can do tasks on time. If they have a habit to doing so, it means they really want to finish them. They can also show to teachers that they encourage to learn.
- 4) They pay attention to tasks given by teachers. It means they can focus to their obligation as students.
- 5) They have a habit to take a note of what they see, what they observe, what they hear, and what they read in classroom activities.

f. Creativity

Creative defines as something exists which is developed. That can result in something new. It is also called as a new invention. People who have ideas to change something they have to be something new are creative people. Mostly, they often have ideas in solving problems. It has several indicators which relate to language learning:

- 1) Students can write sentences using some words.
- 2) They can ask to teachers about materials delivered. It is not a usual question, but it is related to the materials although it is outside material features.

- 3) They can make a scientific writing with a new theme. However, it should be related to learning materials. They can develop it to make new information.
- 4) They always keep the greenness of the schools. It can decrease environmental pollution to support the teaching learning process being convenient.

g. Independence

It is attitudes and behavior which show individualism, but it is positive individualism. It means people can do anything on their own. For students, they can do tasks and can finish the tasks by themselves. They can understand when they can work with friends and when they cannot. Independence also makes students cannot rely on the others. Hopefully, it can help students understand their learning problems so that they can solve them well. The indicators are seen below:

- 1) Students can find learning sources without any help in a library.
- 2) They can do homeworks by themselves without copying their friends' work.

Apart from that, according to Brown (2000:115), field dependence tends to be dependent so that it can create confidence of students from learning to each other. It helps students more because several students sometimes feel comfortable asking for something unknown to their friends rather than to their teacher. In addition, it will also motivate them to learn by gathering knowledge with friends because students tend to reach an achievement when they can maintain their motivation as the stated below that:

“So, for example, sincerely delivered positive feedback in a classroom, seen by students as a validation of their own personal autonomy, critical thinking ability, and self-fulfillment, can increase or maintain intrinsic motivation.”
(Brown, 2001:77)

h. Democracy

It shows ways of thinking, behaving, and doing are similar with others. It means that all students have the same rights and the same obligation each other. Usually, they take an action similarly to their friends. Several indicators are as the followings:

- 1) Students have a habit to solve problems together with friends. They make a decision based on their discussions.
- 2) They can accept of losing as a class leader sincerely.
- 3) They can be open-minded to a leader. They can share opinions about what they feel to the leader when discussing at the classroom.
- 4) They give a chance to his or her leader to do the job. They can respect to the leader in making a final decision.
- 5) They obey his or her leader's command. They can do a work given because it is arranged by the leader with discussing.

i. Curiosity

Curious means efforts to understand something deeply and widely of what is heard and what is seen. Likely, if students can show this attitude, they really want to learn or want to know something. They want to understand more about a learning, it is not because they have to understand materials to pass an examination. These are the indicators:

- 1) Students like reading any other sources which relate to learning materials. They also fond of searching information outside which can be used in the classroom.

- 2) They like to discuss things which occur recently surrounding them. They also like reading to increase their knowledge widely.
- 3) They often ask about things in their life. They like to know any areas of knowledge such as nature, social, politics, culture, economy, and technology.
- 4) They can ask something which is connected to learning materials, but it is out of discussion in the classrooms.

Apart from that, talking about curious is related to motivation of the students because as Jordan, Carlile, and Stack (2008:154) stated that “Motivation is an important factor in academic access. When students are motivated to learn, academic achievement is significantly increased.” It shows that if teachers can motivate students well, students will tend to reach achievements because they can maintain their spirit in learning. They can encourage themselves to be curious of learning and can help students who are not underpressure to get knowledge. They learn as they will without forcing from others.

j. Spirit of Nationality

It shows ways of thinking, behaving, and doing whatever which takes into account an importance of defending country beyond a someone’s will. It also has the indicators below:

- 1) Students want to join as a committee for celebrating national days.
- 2) They can sing Indonesian’s national anthem.
- 3) They like any kinds of ceremonial celebration which are done by certain tribes.

- 4) They can work together in doing tasks with friends who have different religions, tribes, an ethnic group, or cultures. They have an understanding that all students have the same rights and the same obligation in classrooms.
- 5) They realize that a struggle to maintain a freedom is an obligation for Indonesian.

k. Loving Country

Likely, young generation fond of abroad cultures such as western and korean. Ideally, they can like them with still love their own cultures. Therefore, it is hoped that students still like and keep traditional cultures although they like cultures from the other countries. They are expected to have a love to their country which means they act to show loyalty, care, and high respect to Indonesia. They include some areas such as languages, a physical environment, social cultures, economy, and politics. This value has the indicators as the followings:

- 1) Students feel amazed with a geographical position of Indonesia which can connect to another countries both through the sea or through the air.
- 2) They appreciate to the richness of cultures and arts in Indonesia.
- 3) They are amazed with many kinds of tribes, ethnic, and languages as cultural heritages of Indonesia.
- 4) They appreciate to Indonesia which gives benefits to another countries. Indonesia can give its products to them like agriculture,etc.
- 5) They understand of the roles of forests in Indonesia for the world.
- 6) They appreciate with results of Indonesian's seas to countries in the world.

l. Respect to Achievements

It means attitudes and behavior which can support someone to do something useful for others. It is also a confession and a respect to others' success. The indicators are:

- 1) Students are diligent.
- 2) They love to work hard to win in competitions of sport and art activities.
- 3) They appreciate to works of their headmasters, their teachers, and their school staffs to make the schools better.
- 4) They can appreciate to their parents who help them to find their potency through education.
- 5) They appreciate to leaders who support their life.
- 6) They can honour to inventions in several areas such as knowledge, technology, cultures, and arts.

m. Friendship/Communication

It is attitudes which show happiness in socializing, speaking, and working with others. The indicators are:

- 1) Students have an opinion when discussing with their team.
- 2) They can give and can hear opinions in the class discussion.
- 3) They are active to participate in classroom activities.
- 4) They join organizations at schools.
- 5) They are active to follow activities in social cultures at schools.
- 6) They are brave to speak with teachers, a headmaster, and another school staffs.

On the other hand, the teachers have to find appropriate strategies to teach students to involve the values. One of the ways as stated above is cooperative learning or learning communities. Stoll and Louis (2008:202) said that students will learn through community because they will be more cooperative and they can do tasks which are complicated if they do it together. They also can solve a problem because a nature of cooperative learning is able to make them comfortable in learning. Furthermore, students will be able to communicate appropriately because they will share with others. They will share their opinions to show their involvement in a group and to try solving problems. They will have more perspectives as Friend and Cook (2010:62) stated that “The process of group communication may lead to decisions and changes in perspectives that would not be possible in one-to-one communication.” It means that they will be open-minded because they can think in different perspectives from others which cannot be done if they just do it individually. They will have more things in mind to lead them understand how to make decisions together. This is also able to lead what people called as respect. It includes the value which teaches students to honour others. It shows that how students can handle those circumstances to a final decision in groups. In this case, they will honour others’ opinions. Therefore, that can be concluded as one of classroom activities which imply several values in character education.

Moreover, character education has a grand design as a concept to develop values for every grade of students. That covers values to develop, to do, and to be a habit. It can be categorized as spiritual and emotional development, intellectual

development, physical and kinesthetic development, and affective and creativity development. (*Kemendiknas*, 2010: 6)

According to *Kemendiknas* (2010: 15), those values are designed as the following:

Figure 2. Grand Design of Character Education

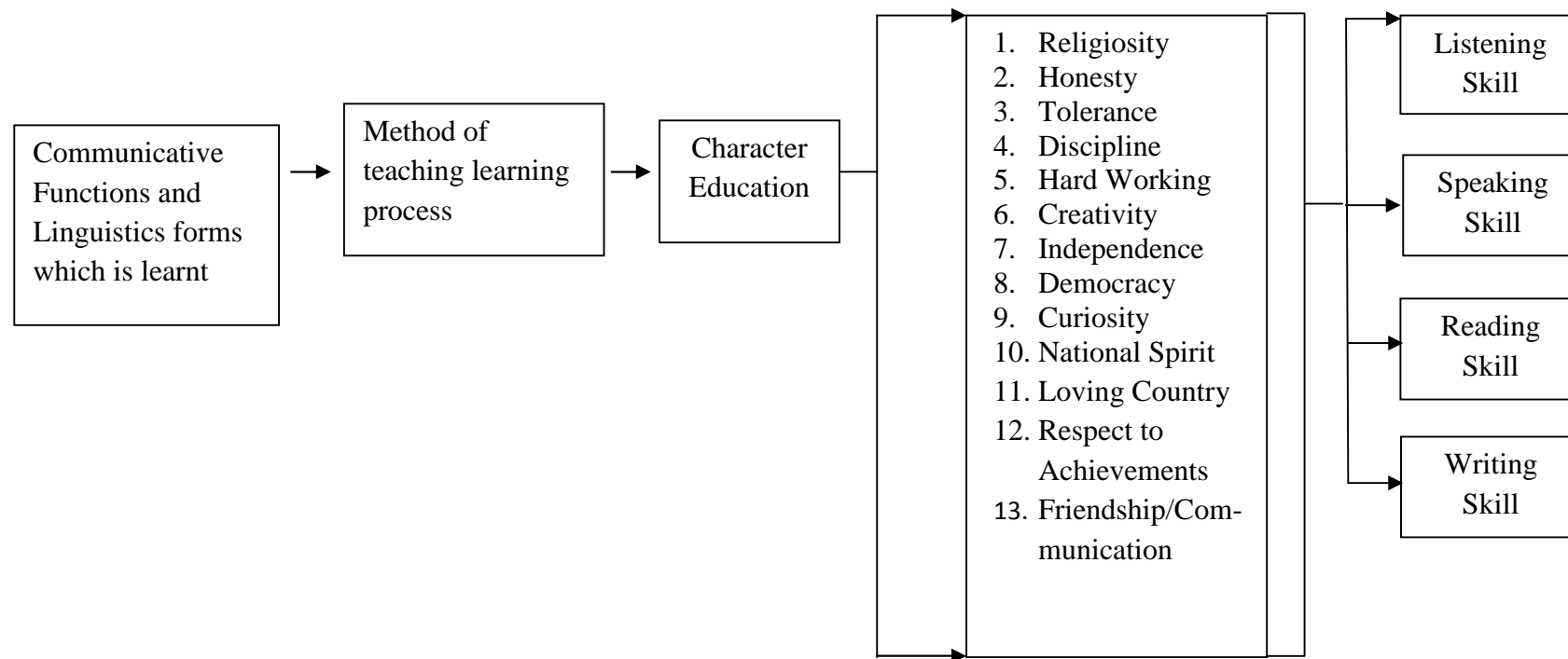
OLAH PIKIR Cerdas	OLAH HATI Jujur Bertanggung jawab
OLAH RAGA (KINESTETIK) Bersih, Sehat, Menarik.	OLAH RASA dan KARSA Peduli dan Kreatif

The table above concludes that the grand design show four areas which are hoped to be developed by the students. The students cover those areas to develop their brains, their hearts, their bodies, and their senses of creativity.

In conclusion, values in character education are integrated into the teaching learning process. Those can be included into four skills. They are listening, speaking, reading, and writing. Teachers can create activities to internalize the values through those skills. The teaching learning process with integrating values can be seen as the figure below:

Figure 3. The Process of Integrating Values through A Language

Zuchdi (2011:239)



3. The English Teaching and Learning

The English teaching and learning English is closely related one to another because it occurs together as a process. It means the teachers try to increase knowledge of students and they try to understand what they learn. Nowadays, a role of teachers is to be a facilitator for students who actively learn knowledge with their own thinking, but the teachers are also the guidance because they educate students in order to learn right things. Next, there are several descriptions about the learning itself as mentioned below:

- 1.) Learning is acquisition or "getting."
- 2.) Learning is retention of information or skill.
- 3.) Retention implies storage systems, memory, cognitive organization.
- 4.) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 5.) Learning is relatively permanent but subject to forgetting.
- 6.) Learning involves some form of practice, perhaps reinforced practice.
- 7.) Learning is a change in behavior. (Brown, 2007:8)

The descriptions above tells that learning is complicated, but it has several important roles especially for students. It is applicable for the development of students to be human being and to make students have more knowledge because it tends to be permanent although somehow it can be forgotten. From the explanation above, the teaching and learning English is also challenging because students learn a non-native language with its cultures. It means they have to understand deeply to face their native as Indonesian. Learning English in Indonesia is categorized as English as a Foreign Language (EFL). They learn English in a country which English is not native language. In practice, it is limited to apply outside because people surrounding do not use English for

communication. When students go outside the class, they speak their native language so that situation can minimize the use of English. It is different from students who learn English as a Second Language (ESL). They are not from the country which use English as the native language, but they live in a country which English is the native language. They can speak naturally outside classrooms because they use it a lot when seeing people who communicate with English. They have much input than students who have limited opportunities to practise English as communication. (Paul, 2003:1)

Commonly, the teachers can promote a learning which integrates character values through classroom activities. Ideally, those activities can help them to have a strategy in internalizing values. The strategies are usually used are peer discussions, role-play opportunities, and cooperative learning. Those promotes interaction which can include the values into the teaching learning process. (Berkowitz and Bier, 2005: 7)

4. Teaching English to Children

a. Teaching and Learning a Foreign Language to Young Learners

Teaching English to children is totally different from adults. The teacher must prepare a good strategy to teach them especially to get their attention. Sometimes people think that children learn through imitating but they actually do not really do that many times. Children can construct new ideas and new meanings in their brain. Piaget, Vygotsky, and Bruner are some of the founding fathers in children language acquisition and learning. Piaget said that

children as active learners while Vygotsky and Bruner said that children as social. They must interact with others to learn a language. (Cameron, 2001:2-4)

Generally, learning languages are similar both learning native languages and foreign languages. When children learn a foreign language, their mother tongue has a role or is brought to the foreign language. The way they learn a native language impacts on how they learn a foreign language too. Children bring sort of language awareness and readiness of the native language into the foreign language. (Grant, 1990:3)

Several theories stated about how children learn a language. However, most of founding fathers agreed that children learn it quickly and effortlessly. Three of them are as stated before. They are:

1) Jean Piaget

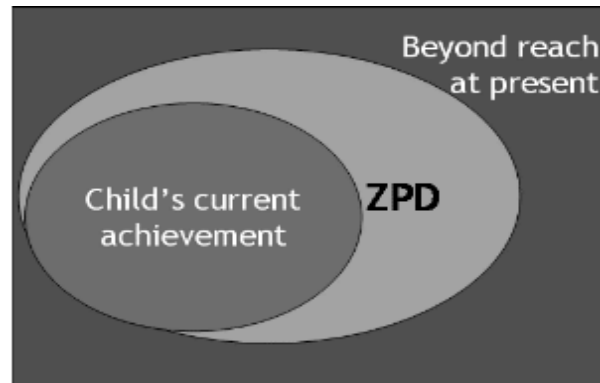
Piaget's theories are children as active learners. They learn from the environment. They can construct meanings from what happened surrounding. They will find how to things work by themselves and will solve the problems from their efforts. He developed the stages of cognitive development in children using assimilation and accommodation of their thinking. (Cameron, 2001:3)

2) Lev Vygotsky

Vygotsky was one of the constructivists which focused on social constructivism.

“He observed that when children were tested on tasks on their own, they rarely did as well as when they were working in collaboration with an adult. It was by no means always the case that the adult was teaching them how to perform the task, but that the process of engagement with the adult enabled them to refine their thinking or their performance to make it more effective.” (Cameron, 2001:4-5)

Figure 4. Zone of Proximal Development



3) Jerome Seymour Bruner

Bruner supported Vygotsky theory. He found scaffolding and routines in children's cognitive development. He added that children must have an assistance from adults to solve problems. Adults are as the bridge to bring the world into children through languages. Smith (2002: 6) stated that "Bruner argued that aspects of cognitive performance are facilitated by language. He stressed the importance of the social setting in the acquisition of languages." It shows that Bruner agreed with the social interaction of the children is important to help them find their ways to learn. Adults will guide them to learn in order to keep them on the track to do the right things and to achieve something usefully.

b. Principles in Teaching English to Children

Children have the age that is called "the golden age" which is regarded to learn more like a sponge which can absorb much. They have a storage which can accept the input then produce them. Therefore, teachers for children should be careful in teaching them so that the English can be delivered to them as ways and

a main function is for communication. Children are expected to use the language related to their daily life.

After that, teachers should have principles to teach them well. They can use these principles to educate children also in order to not being far from the main focus on teaching children. Basically, children often remember words, sentences, or even stories which are told to them to their memories. The language learning would not be possible if children do not have good memories in noticing the use of language. Those sentences and words will serve them to analyze later the meaning of them. It means that children first know how to use the language without discovering the whole meaning. (Steinberg, 1993: 21)

c. The Characteristics of Young Learners

The young learners or the children have their own characteristics of learning a foreign language. The ways to learn English are different from adults because they are the beginners who are introduced English early. Their characteristics influence on how they understand English and how they use it. Languages are used to communicate. That is why children learn it for communication. They learn to use it before they understand the meaning. They can learn fast through the movement and the involment such as using songs, pictures, or videos.

Grant (1990:3-4) stated that there are several characteristics of children from eight to ten years old. Those are as the followings:

- 1) Their basic concepts are formed. They have very decided views of the world.
- 2) They can tell the difference between fact and fiction.
- 3) They ask questions all the time.

- 4) They rely on the spoken word as well as the physical word to convey and understand meaning.
- 5) They are able to make some decisions about their own learning.
- 6) They have definite views about what they like and don't like doing.
- 7) They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- 8) They are able to work with others and learn from others.

5. The English Materials

Materials are one of important components for the teachers and the students. The teachers use them for enriching their knowledge to teach the students while they use the materials for helping them understand more about what they learn. Aims of designing materials are different from the countries which regard English as a foreign or as a second language. Those who make English as a foreign language point out that English is used as communication skills. They need it for communicating over the world while the countries which use English as a second language focus on academic skills. They learn English linguistically because many of them have good communication skills so that they need to develop the other skills. However, this is not always like that because distinctions are not so clear cut. Sometimes, the countries which regard English as a foreign language can provide facilities which are complete than those which regard English as a second language. (Tomlinson, 2008:38)

The English materials define as units or tasks which have several work to do for students. They are various to help students understand the materials and now the tasks are demanded make interactions between teachers and students so that teachers not only give them tasks but also participate to solve problems with them. As the description bellow what a task is from Breen (Nunan, 2001:6) that:

“...any structured language learning endeavour which has particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. ‘Task’ is therefore assumed to refer to range of workplans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision making.”

Therefore, the description above is clear that students learn materials through tasks which can help them increasing the competencies of learning English. In this case, a role of English coursebooks is important to be a handout in classrooms and to be the exercises after the explanations from the teachers. However, teachers can also add a content of materials from other sources to have more explanation in teaching students. A popular additional material for the teachers is a worksheet which contains tasks mostly.

On the other hand, English materials for children are different from adults. They need materials which build their skills to communicate using English because they are still in early ages. Suitable skills for children which are developed are listening and speaking as it happens to several contexts of the teaching learning English to children. They learn it to reach English fluently at the beginning than they can develop their skills to use English correctly, structurally, and clearly. (Tomlinson, 2008:43)

In addition, according to Littlejohn and Hicks (1996: 97), the coursebook as a material to young learners has the course features which are:

- 1) a communicative, task-based approach
- 2) content and concepts which reflect students’ own lives, interests, and studies
- 3) an approach which is effective with mixed-ability classes
- 4) a clearly-structured, active approach to grammar

- 5) regular revision and evaluation
- 6) learner choice, decision-making and autonomy

In this case, the material which are used by the teachers in the classrooms is mostly the worksheet with its summary of main discussions and the assignments. It is designed according to the standard competency and the basic competency of students for the 5th grade in Bantul. Then, the other material is a coursebook which is provided in the school's library and it is for the 5th grade students. It is written by Kurniawan and Anca (2010:1) who stated that "this series give more attractive, colorful, and communicative pictures. Students will meet more familiar and up-to-date topics. This series also apply more simplified and interesting medium language."

B. Conceptual Framework

Values of character education for elementary school students consist of several indicators which can be seen from materials use and the application in the teaching learning process. Character education is expected to be integrated in the English learning so that it needs a connection of both processes, to know how to integrate values into the teaching learning process. The values are integrated to classroom activities. Those can imply the values in order to have the learning atmosphere which is not pressuring students.

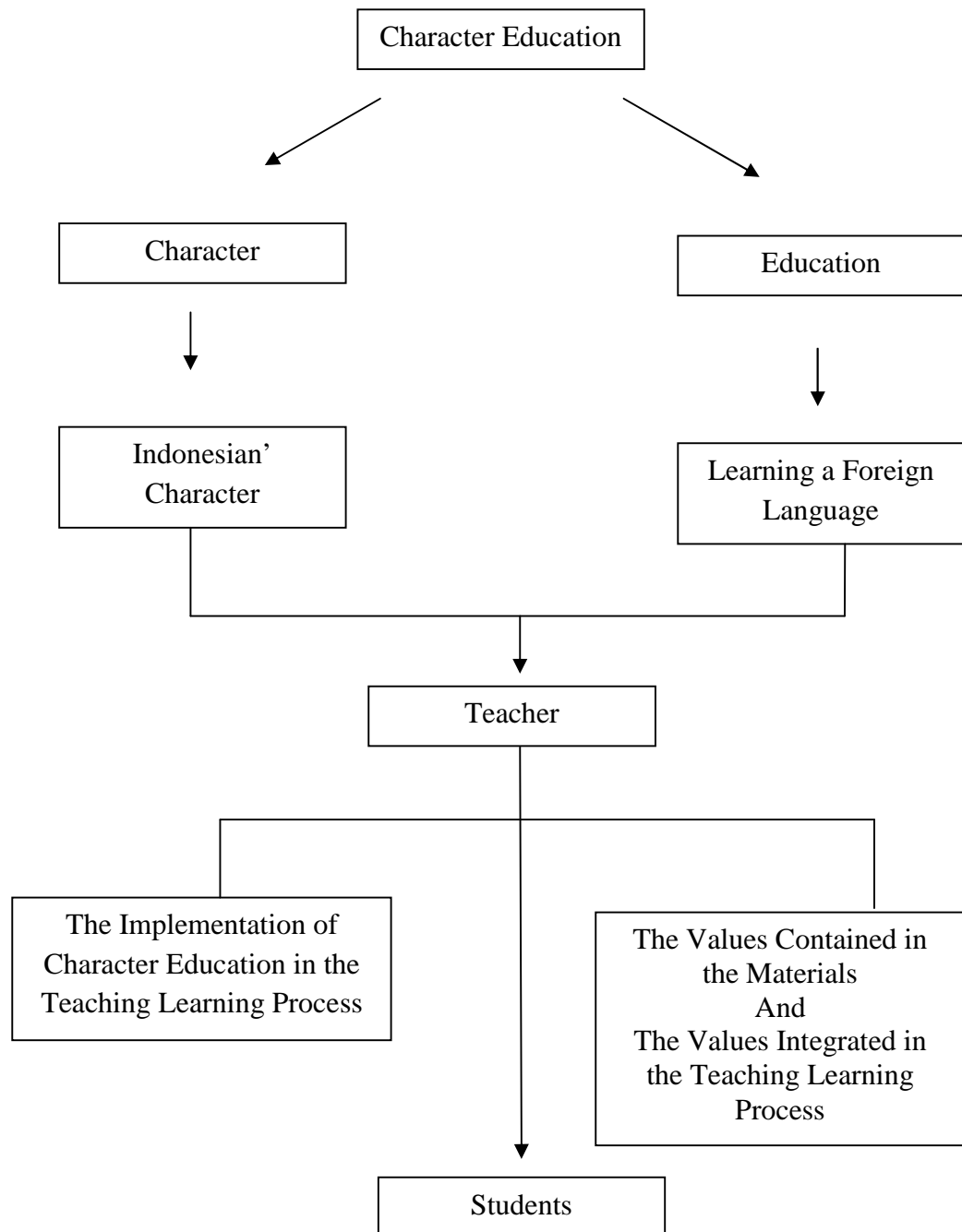
The beginners are the young learners who are better to get the values in character education because they are still young to improve themselves to be better learners. They can remember and can absorb knowledge well than adults. They also need the guidance from the teacher to know the basic ideas of learning. The teachers should scaffold them actively to maintain their spirit in learning.

Here, the beginners can also be called as the children who still need a space and a freedom to get knowledge without pressure from the teacher. They can study well without the anxiety of getting bad mark, but they study because they are curious about something and they try to understand deeply.

Values in character education are also found in the materials such as a coursebook and any other additional materials which are used in classrooms. Activities contain in the materials imply several values which help students to do it. Those can be permanent if students do it practically so that the values are integrated or it can be said that the teachers should imply those values during the teaching learning process. For the example is from a coursebook who has a task to practise a conversation in pairs. Here, the teachers can ask students work in pairs and go in front of the class to practice it. Those implies the cooperation to students to share their role in the conversation. They need the discussion to decide turns of speaking. The activities make students understand how they cooperate with friends and how they should share with their friends.

C. Analytical Constructs

Figure 5. The Analysis of Character Education



CHAPTER III

RESEARCH METHOD

A. Research Type

Based on the background of the problem and how to solve that problem, this study can be categorized as descriptive employing the naturalistic approach. This research conducted a case study of the character education values in the teaching and learning process. According to Krippendorff in Bell (2005: 10), "Case study researchers aim to identify such features, to identify or attempt to identify the various interactive processes at work, to show how they affect the implementation of systems and influence the way an organization functions." The researcher analyzed the content of the data to find values including in the English teaching and learning process. The researcher was the center of the research. She did a study in 5th grade students of SD N Krapyak Wetan.

In relation to the nature of the research, the researcher also analyzed the English materials in the form of the coursebook and the worksheet which are used by the students. She also observed the English teacher related to the character education values in the teaching learning process based on the instruments which were the observations in the classroom and the interviews with the teacher. The description of the observations were in the form of field notes.

B. The Subject and the Setting of the Research

The subject of this study was the English teacher of SD N Krapyak Wetan. Therefore, the analysis of the values was contained in the teaching and learning process. SD N Krapyak Wetan was the setting of the research. This

school was chosen because it is one of the favorite schools in the Sewon district. An indicator is the 6th of the students at that school could pass the national examination with higher scores than other schools for years. Therefore, this school becomes an example of the implementation of character education because the teachers want their students develop their characters too. The 5th grade was also chosen because the teacher and the researcher considered the time to cross-check their schedules. Both of them could do together the observations for that grade.

The observations were taken place from September 3, 2012 to October 22, 2012. Those were done at grade 5. The school has 2 classes for that grade so that the researcher did the observations for both classes. Both classes were observed because each class has its own characteristics of students. Therefore, the teacher treated them differently. Almost students of 5A are quiet when finishing tasks from the teacher while students of 5B are crowded. The teacher needed to warn those who made some noise. She often warns some students again and again in class B, but she rather did it to class A. That situation makes the teacher integrates different values to each class. Therefore, the researcher observed both of them. She did the observations for 7 times.

C. Research Instruments

The key instrument in this research was the researcher. The researcher was the main instrument in collecting the data. The data collected through the observations and in-depth interviews with the English teacher. It was also done by finding the character education values in the teaching and learning process. The

researcher collected the data using these techniques. Here are the explanations as the followings:

1. Observation and Interview

Observation and interview were done to identify the crucial factors to make sure that this data was valid with the proof from those techniques. She observed the teaching learning process for two times and she held an interview with the teacher. She made field notes as the report of the observation and transcript of recordings for the interview.

2. Interview and Dialog

Interview and dialog were the data for finding the character values in the classrooms. The researcher held an interview to the teacher again to tell what she did in the classroom and she also held a dialog to know insight the situation of English classrooms there.

3. Observation

The researcher did the observation for analyzing values which contain in the teaching learning process. It was in the form of descriptions. The report of the observations was in the form of field notes. The researcher analyzed what values found in the English teaching and learning process.

The researcher used a recorder and one page interview guide during the observations and the interviews. She also did a triangulation technique by comparing and reconsidering the consistency of the data among the subjects of the research. It was done during the process of the observations and the interviews.

D. Procedures of Data Collection

The researcher collected the data from the teaching and learning process in the classroom. First, she used observation sheet to collect the data. Second, she came to the school to conduct observation, note taking, and an interview with the English teacher. She did the observations to get the data of what the character values are included in the teaching learning process. The results of the observation are in the form of field notes. Those described activities in the classroom from opening to closing. Third, she composed an in-depth interview with the English teacher to get information of the English teacher's understanding in reference to the character education values. She also analyzed examples of learning materials in the coursebook and the worksheet to find character values. Finally, the researcher stopped collecting the data when those were saturated.

Firstly, the researcher analyzed the character values which can be found in the coursebook and the worksheet used by the students and the teacher. She took the examples of learning materials which were used in the classrooms. They contain the values from words, notes, instructions, sentences, or even pictures. Secondly, she analyzed the results of observation and an in-depth interview. They also found the data which contained the character values in the teaching learning process. Finally, the results of the analysis, the observations, and the in-depth interview were united to find the values involving in the English teaching and learning process.

E. Data Analysis Techniques

The researcher analyzed the data using documentation. Those are in the form of expressions, words, clauses, and sentences. She made documents to show the character values as the findings of her research. She described the significances of the process in teaching and learning as the qualitative data. The data were in the forms of expressions, words, clauses, and sentences. They were collected through documentations. The trustworthiness was gained by triangulation process for example by checking the result of the research with the research respondents along the interviews to show the validation of this research which was hoped to result the same findings as the researcher.

F. Trustworthiness

This research used triangulation. According to Sapsford and Jupp (Bell, 2005: 117-118), the meaning of validity itself is “the design of research to provide credible conclusions; whether the evidence which the research offers can bear the weight of the interpretation that is put on it.” The triangulation technique was used to check the validity of findings of the research. It was done by checking the results of the research with the research respondents. Then, they are consulted to two supervisors, A. Ghani Johan, M. Ed. and Siti Mahripah, M. App. Ling. Both of them are the consultants to discuss the data since they are scholars in education. Next, the researcher also discussed the data analysis with the researcher colleagues at English Education Department. They have the same study program as the researcher which is education.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents research findings and discussions according to data collected. Research findings are divided into two parts. They are the character education values found in the English Teaching and Learning Process for the 5th grade students in SD Negeri Krapyak Wetan and the character education values contain in the Materials for the 5th grade students in SD Negeri Krapyak Wetan. Then, those are discussed below.

A. Research Findings

1. The Character Education Values Found in the English Teaching and Learning Process for the 5th Grade Students in SD Negeri Krapyak Wetan

After the researcher identifies field problems, she finds answers to her research project. The technique is the observations of the teaching learning process by the English teacher. It is done to find the character values which are found in the teaching and learning process. Although the Ministry of National Education declared several values which are for a language learning, the English teacher should develop more values because virtues are not limited for her as a model of character values. The findings are discussed in details below.

Based on the observations, the researcher found character values which are integrated by the English teacher of SD N Krapyak Wetan into the teaching learning process. The observations were done at grade 5. The researcher observed two classrooms. They are 5A and 5B. She did the observations for 7 times. The details are explained below.

The English teacher integrates character values in her teaching both implicitly and explicitly. Those are showed through her sayings and her action. From the data below, there are some character values which are found in the teaching and learning process. They are care, honesty, hard working, and religiosity.

Firstly, the English teacher has a habit to greet her students before she starts the lesson. She also sometimes asks them about their conditions or their homework. It shows that the teacher cares to the students because she wants to know more about her students and she wants to know that they are in a good condition to learn. The evidences can be seen from the extract of field notes:

“GBI menyapa para siswa seperti pelajaran pada minggu sebelumnya, kemudian menanyakan apakah anak-anak sudah mengerjakan PR.” (The English teacher greets all of the students as she does everyday, then she asks their homework.)

The teacher makes sure that habit shows she cares to her students. She attempts to know the condition of the students. This part of the interview strengthens the proof above:

- R : *“Kalau mengenai kebiasaan di kelas bu, misalnya menyapa siswa, menanyakan PR siswa, dan sebagainya itu?”* (Talking about a habit in the classroom, for examples greetings, asking homework, and another?)
- T : *“Ya itu memang peran guru ya harusnya. Memang apa yang dilakukan guru itu apa? cerminan gitu ya. Maksudnya perbuatan guru itu juga bisa dikatakan menyiratkan nilai-nilai karakter juga ya seperti itu tadi, menyapa para siswa, menanyakan kabar, berdoa juga saat memulai atau mengakhiri pelajaran.”* (Yes, that is the role of the teacher. The teacher should reflects through action to integrate character values such as greeting, asking their condition, and praying before starting and after ending the lesson.)

Meeting 1

*GBI menyapa para siswa seperti pelajaran pada minggu sebelumnya, kemudian menanyakan apakah anak-anak sudah mengerjakan PR. Beberapa siswa tidak tahu jika tugas di LKS halaman 8 adalah PR sehingga GBI memberikan waktu sebentar untuk dikerjakan secara mandiri. GBI mengingatkan bahwa tulisan mereka harus rapi dan bisa dibaca terkait materi yang berkenaan dengan writing. “Kalau writing, tulisannya harus rapi dan harus bisa dibaca ya. Mengerjakannya yang teliti biar tidak salah tulis karena kurang satu huruf saja salah dan nilainya nanti dikurangi”, kata GBI. Setelah itu, GBI dan para siswa mencocokkan secara lisan. Pelajaran dilanjutkan dengan mengerjakan latihan di halaman berikutnya dan yang sudah selesai maju ke depan untuk dinilai oleh GBI. Para siswa cukup tenang dalam mengerjakan tugas. Pada saat proses penilaian ke depan, masih ada beberapa siswa yang belum paham instruksi yang diminta dan dijelaskan oleh GBI pada soal latihan sehingga masih salah. Oleh karena itu, **GBI meminta para siswa membenarkan pekerjaannya dengan bertanya kepada teman yang sudah benar mengerjakan, akan tetapi tidak boleh mencontek.***

*Setelah semua siswa selesai diberi nilai, GBI melanjutkan tugas di halaman 9 dan menjelaskan cara mengerjakan tugas. GBI meninggalkan ruang kelas sebentar karena masih berbenah perpindahan ruang guru di sekolah. Beberapa siswa ada yang hanya mengerjakan tugas sebagian dan ramai mengobrol dengan teman-temannya. Pada waktu GBI masuk kelas, para siswa belum selesai mengerjakan sehingga dibuat PR dan **GBI menutup pelajaran pada hari itu dengan berdoa.***

(Taken on September 10, 2012)

Secondly, a hard working value is reflected on the first meeting above. It was when the teacher asked the students to write. They wrote some tasks from the teacher. She reminded that the tasks are writing so that they have to write carefully and their handwriting should be legible. It is seen from her statement below:

“Kalau writing, tulisannya harus rapi dan harus bisa dibaca ya. Mengerjakannya yang teliti biar tidak salah tulis karena kurang satu huruf saja salah dan nilainya nanti dikurangi”.

(“In writing, you must write tidily and carefully. Your handwriting should be legible, okay. To do them has to be careful in order to not make mistakes because if you just miss one letter, it can be wrong. It will decrease your score”.)

The statement above implies that students have to do tasks carefully and tidily. That is the indicator for a hard working value. It is analyzed from the teacher's talk to force of habit in order to make them understand the importance of their handwriting which is read by others. The teacher reminds it over and over again to make sure they do it.

Thirdly, there is an honesty value from the data above. The English teacher emphasizes that the students should not cheat their friends in doing individual tasks. The statement is seen as the following:

GBI meminta para siswa membenarkan pekerjaannya dengan bertanya kepada teman yang sudah benar mengerjakan, akan tetapi tidak boleh mencontek. (The English teacher asks the students to fix their work with their friends, but they cannot do cheating.)

Finally, the English teacher always invite the students to pray before they go home. It shows a religious value because she reminds them to not forget in praying to God as the extract of field note here:

GBI menutup pelajaran pada hari itu dengan berdoa. (The English teacher ends the class with praying together.)

Those values are found in the first meeting through the English teacher's sayings and her action. Those imply the character values in the teaching and learning process. She also does a habitual process such as greeting and praying in the classrooms.

Moreover, there are other values are found in the second meeting. They are tolerance, independence, and firmness. Here is the field note:

Meeting 2

GBI menyapa para siswa dan kelas diramaikan dengan kegiatan pembagian LKS untuk yang dapat membeli pada hari itu. Kemudian, GBI memberikan tugas pada para siswa untuk melengkapi LKS sampai dengan halaman 5 sesuai yang mereka bahas di minggu lalu. **GBI mengizinkan para siswa berkelompok mengerjakan terutama yang belum membeli LKS harus bergabung pada teman-teman yang sudah memiliki. GBI mengarahkan para siswa membentuk kelompok dan berkeliling untuk menjelaskan pada setiap kelompok jika ada yang masih belum jelas akan tugasnya.** Kelas ini lebih tenang dari kelas di jam sebelumnya dan semua siswa dapat berpartisipasi dalam belajar serta tidak ada satu siswa pun yang berpakaian tidak rapi.

Setelah selesai, GBI melanjutkan halaman 6 yaitu tentang reading dan hampir semua siswa dapat mengartikan arti dalam teks sehingga GBI langsung menjelaskan penggunaan kata ganti milik yaitu “her and his” secara lisan dan tertulis untuk memudahkan siswa menghafal mana yang untuk laki-laki dan mana yang untuk perempuan. Masih dalam kelompok masing-masing, para siswa diminta mengartikan teks yang terdapat di halaman selanjutnya dan GBI yang membaca. Setelah itu, para siswa mengerjakan latihan yang sesuai dengan teks tersebut masih secara berkelompok dan latihan sesudahnya. Para siswa masih tidak paham dengan instruksi, maka GBI menjelaskan bahwa arti match adalah pasangan atau jodohkan dengan ditarik garis. GBI menjelaskan bahwa, “kelas ini harus cepat ya?! soalnya udah ketinggalan dari kelas sebelah, dikerjakan sesuai perintah”. Pada waktu mencocokkan, para siswa aktif menjawab dan sebagian besar benar. Kemudian, **GBI menjelaskan tugas halaman 8 yaitu mengisi data siswa secara mandiri** dan dijabarkan dengan kalimat karena siswa masih belum tahu arti dari “write down the sentences.” yaitu tulislah dengan kalimat. Pada saat itu beberapa siswa terlihat ramai sendiri dan **GBI mengingatkan jika masih ramai siswa disuruh mengerjakan tugas di buku tulis, tidak di LKS.** Setelah itu para siswa cukup tenang mengerjakan. **GBI berkeliling meneliti pekerjaan para siswa dan menanggapi beberapa pertanyaan dari siswa.** Akhirnya, **GBI menutup pelajaran dengan berdoa yang dipimpin ketua kelas.**

(Taken on September 10, 2012)

The first is a tolerant value. The teacher let the students to work in groups in doing tasks from the worksheet because some of them did not have it yet. They chose their friends who already had the worksheet. However, she also directed students to put themselves into the groups like what she says below:

GBI mengijinkan para siswa berkelompok mengerjakan terutama yang belum membeli LKS harus bergabung pada teman-teman yang sudah memiliki. GBI mengarahkan para siswa membentuk kelompok dan berkeliling untuk menjelaskan pada setiap kelompok jika ada yang masih belum jelas akan tugasnya.

(The English teacher permits students to work in groups to finish the tasks especially those who have not have the worksheet yet. They have to join their friends who have the books. She divides students to make groups and moves around to explain what they have to do.)

The classroom activity mentioned above shows that students work together with their friends. They work with any friend without considering their differences such as skin colors and tribes. This activity also promotes interaction between the students because they are involved in discussions. That is one of the indicators including in a tolerant value into her teaching. She implies tolerance through groups activities as the photo below:

Figure 6. The Students' Group Discussion



Appendix E p.175

The second is independence. Here, the teacher often asks the students to work individually. It means they have to do the tasks on their own. They may ask their friends, but they cannot ask the answers. This is showed below:

GBI menjelaskan tugas halaman 8 yaitu mengisi data siswa secara mandiri. (The teacher explains the task on page 8 which is form the students' data independently.)

The third is firmness. This value is also important so that the students know that they have to be firm especially when making a decision. They should be firm to choose the right. This is showed by the teacher. She always reminds the students if they do not keep silent. She gives them a punishment when they do so. That punishment is usually for treating because it is effective to make the students calm. The proof is as the following:

GBI mengingatkan jika masih ramai siswa disuruh mengerjakan tugas di buku tulis, tidak di LKS. (The teacher reminds the students if they is still crowded, they do the tasks in the principal's office.)

The teacher also explain the statement above in the interview. She emphasizes that treatment is needed to make the students understand that they do the wrong things, they get the wrong things too. Her statement is mentioned below:

- R: *"Oh iya bu, untuk aturan di kelas. Apakah ibu pernah atau sering memberikan hukuman pada siswa yang tidak mengikuti aturan di kelas? Misalnya ramai di kelas, makan di kelas, seperti itu?"*
(How about class rules, Mam? Have you ever given a punishment to them, for examples when they cannot keep silent or maybe eating in the class?)
- T: *"Kalau real nya tidak pernah ya mbak. Saya cuma kayak mengancam gitu lho, misal nanti saya adukan ke wali kelas kalau rame, atau saya kurangi nilai rapotnya, atau saya laporkan ke kepala sekolah. Ya hanya gitu-gitu sih mbak, itu sebatas ancaman karena anak kalau sudah digitukan biasanya takut apalagi kalau hukumannya tidak naik kelas gitu, kadang kan ada anak yang bener-bener ngeyel itu to. Jadi tiap guru sering mengancam tidak naik kelas kalau tetep ramai misalnya." (I never give a punishment in reality. I just treat them so that they are afraid to be talkative during the teaching learning process. I say like I will report what they do to the other teacher or the principal or I will decrease their point in their report of study. It was like that to make them afraid only.)*

The teacher also shows care to the students with a different way. She likes to move around the class to check the students' works. She does it to make sure

that all of the students do the task while they can check their understandings. It is seen below from the extract of field notes:

GBI berkeliling meneliti pekerjaan para siswa dan menanggapi beberapa pertanyaan dari siswa. (The teacher checks the students' works and responds their questions.)

On the other hand, all of the students tend to participate in the learning and they wear uniform tidily like their teacher. It is proved by these pictures:

Figure 7. The Teacher's Uniform



Appendix E p.175

In addition, the teacher tries to integrate the character values most of the time so that she integrates them in every meeting of her teaching. She also integrates different character values in the third meeting. She does it because she teaches different class with the different characteristics. The data is showed as the following:

Meeting 3

GBI langsung menanyakan tugas kepada para siswa yang minggu lalu sudah dikerjakan sebagian. Kemudian, GBI berkeliling kelas dan meneliti setiap pekerjaan anak. GBI berkata, **“ternyata banyak yang masih belum selesai ya?”**, lalu para siswa menjawab, **“iya bu.”** Setelah itu GBI meminta siswa melanjutkan menyelesaikan soal-soal latihan dari LKS dan akan diambil nilai sebagai nilai ulangan. **“Sekarang latihan soalnya dilanjutkan sampai selesai sebelum bab selanjutnya yang my school map itu, dikerjakan sendiri-sendiri dengan tenang nanti diambil nilai sama Bu Eny, dijadikan nilai ulangan”**, kata GBI. **“Iya bu”**, para siswa menjawab sambil menggerutu. **“Kalau begitu, bu Eny tinggal dulu ke kantor, jangan ramai, dikerjakan dengan tenang, nanti yang ketahuan ramai bu Eny suruh ke kantor dan mengerjakan tugas di ruang guru, mengerti?!”**, perintah GBI. **“Iya buuu”**, para siswa menjawab serempak perintah GBI. Ruang kelas cukup tenang meski ada beberapa anak yang mengerjakan sambil bercanda.

Beberapa saat kemudian, GBI masuk kelas dan meminta siswa menukarkan pekerjaannya dengan teman sebangku. GBI bersama dengan para siswa mencocokkan jawaban dan pada latihan C halaman 9, **GBI meminta siswa maju ke depan untuk menjawab dan menulis jawaban di papan tulis.** Pada awalnya GBI menunjuk siswa satu-persatu, namun setelah dua nomor dikerjakan banyak siswa yang ingin secara sukarela menuliskan jawaban mereka di papan tulis dan GBI mempersilahkan siswa-siswa tersebut dengan ditunjuk bergiliran agar tidak rebutan. Pada soal latihan terakhir yang menuliskan kalimat memperkenalkan diri sendiri, para siswa diminta GBI maju ke depan satu-satu untuk dinilai dan para siswa masih memegang pekerjaan temannya. Selesai menilai, GBI menutup pelajaran.

(Taken on September 17, 2012)

There are a communicative value in that meeting. Firstly, the teacher often spoke to the students. They also responded her together. Communication between them showed that the teacher interacts with students. She asks the students so that she promotes interaction between the teacher and the students too. It shows that she is communicative. Although she is friendly, she is firm too. It can be seen from the conversations below:

- T : “*Ternyata banyak yang masih belum selesai ya?*”
(Most of you haven’t finished it yet, have you?)
- Ss : “*Iya, bu.*”
(Yes, Mam.)
- T : “*Sekarang latihan soalnya dilanjutkan sampai selesai sebelum bab selanjutnya yang my school map itu, dikerjakan sendiri-sendiri dengan tenang nanti diambil nilai sama Bu Eny, dijadikan nilai ulangan*”
(Now, you finish the exercises before the next unit “My School Map”. Do it by yourself because I will make it to your scores as a daily test. Keep silent!)
- Ss : “*Iya, bu.*”
(Yes, Mam.)
- T : “*Kalau begitu, bu Eny tinggal dulu ke kantor, jangan ramai, dikerjakan dengan tenang, nanti yang ketahuan ramai bu Eny suruh ke kantor dan mengerjakan tugas di ruang guru, mengerti?!*”
(I’m so sorry I have to go to the teachers’ room, do not be noisy! Do it silently! Later, if there is any student who makes some noise, you will do it at the teachers’ room. Understood?!)
- Ss : “*Iya, bu.*”
(Yes, Mam.)

The evidence above is also emphasized by the English teacher from the interview.

She always interacts with the students because they are learning a language so that they have to be communicative. The activities are group discussions and asking the students as the proof below:

- R: “*Oh begitu, ya. Kalau untuk interaksi di kelas bagaimana ibu?*” (How about classroom interaction, Mam?)
- T: “*Dihubungkan dengan pendidikan karakter?*” (Related to character education?)
- R: “*Iya bu.*” (Yes, Mam.)
- T: “*Ya kalau itu jelas ya mbak. Interaksi itu kan harus ya, harus dilakukan guru, kalau tidak ada interaksi ya pembelajaran itu gimana?! Apalagi mengajar bahasa itu harus berinteraksi baik antar guru dan murid, antar siswa dan temennya. Interaksi itu pasti, karena kita bahasa kan jadi harus selalu ngomong di kelas tapi tidak saya saja. Misal saya bertanya pada siswa, itu interaksi juga, atau itu mbak, kalau kerja kelompok, kan mereka berdiskusi, nah itu juga interaksi. Itu membuat mereka jadi komunikatif, jadi biarkan saja mereka diskusi gitu.*” (Yes, it is clear. Interaction is a must in learning. This is also the language learning so that interaction between the students and the teacher is needed. Interaction must be done because a language needs to communicate for examples I asks the students or in the form of group discussions.)

Furthermore, an independent value can be showed in a different way. The English teacher sometimes states directly that the students have to be independent in doing the assignments. She does it to make scores for the students so that those scores are real from each student. The evidence is gotten from the data above:

“Sekarang latihan soalnya dilanjutkan sampai selesai sebelum bab selanjutnya yang my school map itu, dikerjakan sendiri-sendiri dengan tenang nanti diambil nilai sama Bu Eny, dijadikan nilai ulangan” (Now, you do the rest of the tasks in “my school map”, you do them by yourself silently because I will score them later for the test.)

As the teacher, she also trusts her students. An activity in the classroom from the extract of the field notes is the English teacher asks the students to check their friends' works. That activity shows that she trusts the students to do what she has to do actually. The students are trained to be reliable by checking their friends' works. The activity is related to an honesty value and a responsibility value. They have to be honest in scoring the works because they are given a responsibility to do that. The evidence is mentioned below:

Beberapa saat kemudian, GBI masuk kelas dan meminta siswa menukarkan pekerjaannya dengan teman sebangku. (After minutes, the English teacher enters the class and asks them to swop their works to their chairmates.)

In addition, there is a discipline value in this teaching learning process. It is found in one of its indicators. That is students keep tasks are done well each other. The teacher created an activity to show that indicator. She asked students to come in front of the class one by one when discussing. They wrote their answers on the board. The point is when the teacher asked them to be volunteer after two

of their friends come in front, most of them wanted to come in front too. It is proved below with the pictures:

GBI meminta siswa maju ke depan untuk menjawab dan menulis jawaban di papan tulis. Pada awalnya GBI menunjuk siswa satu-persatu, namun setelah dua nomor dikerjakan banyak siswa yang ingin secara sukarela menuliskan jawaban mereka di papan tulis dan GBI mempersilahkan siswa-siswa tersebut dengan ditunjuk bergiliran agar tidak rebutan.

(The teacher asks them to write the answers on the board. At first, she points them one by one. Then, most students want to come in front of the class after two numbers. The teacher points a student who raises her or his hand first who come to write on the board.)

Figure 8. The Classroom Activities



Appendix E p.175

The classroom activities above show that the students participate in learning. They are active in what is called as “classroom cultures”. It means the classroom has habits such as the teacher often asks the students to come in front of the class to write their answers and she often gives scores to the students’ work. Those also reflect that the teacher care to them. This is proved by this conversations:

R: “Oke...yang terakhir bu, waktu saya lihat observasi kemarin, apakah fungsi nilai yang diberikan oleh guru pada tugas siswa?”

(The last question, Mam when I observed you yesterday, what is the function of giving scores to the students?)

T: *“Sebenarnya memberi nilai untuk anak SD itu sudah sesuatu atau sudah dianggap suatu perhatian dari guru misalnya anak dinilai, oh itu ternyata bu guru perhatian dan tidak asal selesai ya sudah. Disitulah anak-anak merasa senang wong kadang kalau tidak diberi nilai pun mereka justru minta dan nanya-nanya. Kalau saya suruh menilai sendiri malah tidak mau, harus dinilai guru langsung. Tetapi, kalau misalnya itu untuk penilaian saya, kadang saya suruh untuk mengumpulkan, untuk saya masukkan ke dalam nilai.”*

(Actually, giving scores for children is usual, it is regarded as a notice from the teacher. They feel happy because if I do not give them scores, they ask me and I have to sign their book. They do not want to give themselves scores. But, I also give them scores if I want to add them to my assessment.)

R: *“Itu memang sering diberikan atau bagaimana bu?”*

(Is it often, Mam?)

T: *“Itu seperti menjadi budaya kelas ya mbak, maksudnya ya itu, anak-anak kalau tidak dinilai itu seperti tidak afdol, kurang puas gitu karena pembentukan kebiasaan. Misalnya saya juga sering nunjuk-nunjuk anak gitu to? Misal siapa gitu maju ke depan tulis jawaban, ya itu mencerminkan kegiatan kelas dan dikaitkan lagi ya mbak. Itu juga karakter biar anak berani maju ke depan, berani menjawab soal, terus berusaha dapat nilai bagus dengan aktif di kelas, kan itu juga karakter.”*

(It is like “classroom cultures”, it means that they are not satisfied if I do not give them scores. It is like a habit for them. The example is asking them to come in front of the class. It is the classroom activity. I also educate characters for them such as being brave to answer questions and being active in the classroom.)

Next, this is the data for the fourth meeting with the analysis after it:

Meeting 4

*Sama seperti di kelas sebelumnya, GBI meminta para siswa mengerjakan halaman 9-10 pada LKS secara lengkap. "Hari ini anak-anak mengerjakan LKS halaman 9 sampai 10 dan akan ibu ambil nilai sebagai nilai ulangan", kata GBI. Para siswa bersahutan menanyakan apakah hari itu ulangan. "Ulangan bu?", celetuk salah seorang siswa. "Iya ulangan tapi nilainya ibu ambil dari kalian mengerjakan latihan-latihan soal di LKS ini, **dikerjakan sendiri-sendiri dan yang tidak punya LKS ibu Eny pinjami biar tidak contek-contekan**", kata GBI. "Iya bu", para siswa menjawab. Kemudian, GBI menjelaskan terlebih dahulu satu-persatu latihan agar siswa dapat memahami perintah dengan benar. GBI memperingatkan para siswa untuk bekerja sendiri, **"mengerjakannya tidak boleh tengok-tengok karena ini tugas mandiri, dan kembali ke tempat duduk masing-masing tidak boleh menggerombol"**, kata GBI. Kali ini GBI menunggui siswa sambil berkeliling kelas dan memantau para siswa mengerjakan sehingga kelas cukup tenang dan para siswa mengerjakan dengan tenang dan mandiri. Beberapa siswa pun terlihat sering bertanya kepada GBI apabila masih bingung dengan instruksi yang tertera di tiap latihan soal.*

*Setelah semua siswa terlihat selesai mengerjakan, GBI mulai mencocokkan jawaban. **GBI meminta setiap siswa menukarkan jawaban kepada teman di sebelahnya dan GBI memastikan bahwa tidak ada siswa yang memegang pekerjaannya sendiri dengan berkeliling kelas. Setiap jawaban pada latihan soal dicocokkan secara verbal sehingga tidak ada kegiatan tulis-menulis di papan tulis. Untuk latihan soal yang terakhir, GBI juga meminta para siswa maju ke depan kelas satu-persatu untuk dinilai dan menutup pelajaran dengan meminta salah satu siswa memimpin doa.***

(Taken on September 17, 2012)

She integrated an honesty value this time. She reminded students to work by themselves. They are not allowed to cheat their friends' works. Those are shows from these notes below:

"mengerjakannya tidak boleh tengok-tengok karena ini tugas mandiri, dan kembali ke tempat duduk masing-masing tidak boleh menggerombol", kata GBI. Kali ini GBI menunggui siswa sambil berkeliling kelas dan memantau para siswa mengerjakan sehingga kelas cukup tenang dan para siswa mengerjakan dengan tenang dan mandiri.

(The teacher warns, "Do not look at your friends' works because this is the individual tasks. Those who still work in groups, please back to your seats!")

She waits students while moving around to check students' works so that the class is quiet.)

From that notes, the activity indicates honesty. The teacher internalizes this value into the test. She explained instructions before students do it. Then, she made sure they swap their works to the other when discussing. It can be seen below:

GBI meminta setiap siswa menukarkan jawaban kepada teman di sebelahnya dan GBI memastikan bahwa tidak ada siswa yang memegang pekerjaannya sendiri dengan berkeliling kelas.

(The teacher asks every student to swap their works in the same seat. She makes sure that there is no student who keep his or her own work by checking around the class.)

That statement shows that the teacher tries to imply the indicator of the honesty value. She does it again and again. She does repetition to make students know how they have to act this value. She watches students in order they keep to do what she wants until the end of the class.

After that, the fifth meeting contains more values than the other meetings. The English teacher internalizes those values both implicitly and explicitly. She tries to integrate the values through her sayings and her action. She attempts to be a model of character education. This is the field note of the fifth meeting below:

Meeting 5

Pada awal 15 menit pertama GBI berdiskusi tentang petugas upacara yang menjadi jatah para siswa pada waktu upacara tadi. GBI memberi masukan bagaimana seharusnya menjadi petugas upacara. **Kemudian GBI masuk ke pembelajaran, “ayo kita lanjutkan pelajarannya. Sampai dimana kemarin? Ini ya, my school map yaitu peta sekolahku”, terang GBI.** Para siswa lalu diminta menirukan ucapan GBI sesuai dengan percakapan yang terdapat di LKS. **“Ini pemahaman tentang ruang-ruang yang berada di sekolah. Karena ini listening atau mendengarkan, anak-anak mendengarkan ibu untuk mengerjakan latihan di bawahnya itu. Give number artinya apa?”, tanya GBI.** “Berikan nomor”, jawab beberapa siswa. “Ya, betul. Jadi itu memberi nomor sesuai dengan yang ibu sebutkan misalnya number one, library. Apa itu library?”, tanya GBI. “Perpustakaan”, jawab para siswa serempak. “Nah, kemudian kalian memberi angka 1 pada gambar perpustakaan, jelas?”, tanya GBI. “Jelas bu”, jawab para siswa. Disini GBI tidak memberikan pengulangan pada kosakata ruang-ruang yang terdapat di sekolah. GBI langsung meminta siswa mengerjakan soal latihannya.

Selesai mendengarkan, GBI mencocokkan jawaban bersama para siswa dan menulis jawaban yang benar di papan tulis. Para siswa diminta menyalin tulisan GBI sesuai di bawah gambar yang sesuai. **GBI memperingatkan dan mengoreksi tulisan para siswa dengan berkeliling untuk memastikan bahwa mereka semua sudah melengkapinya.** Kemudian, GBI melanjutkan latihan soal berikutnya dengan meminta siswa menirukan ucapannya dan mengartikannya langsung. Sebagian besar siswa dapat mengartikannya dengan benar. Pada saat itu kelas mulai terdengar ramai kemudian GBI mengatur tempat duduk dan memperingatkan beberapa siswa laki-laki. “bu Eny pindah yang sama-sama ramai dipisah”, kata GBI. “Itu bu rame”, jawab seorang siswa. “Tidak usah mengatur teman, mengatur dirinya sendiri”, perintah GBI.

Suasana kelas sudah mulai tenang dan GBI melanjutkan pelajaran. **“Sekarang dengarkan bu guru secara seksama karena ini masih listening”, perintah GBI.** GBI melanjutkan latihan soal dengan membacakan ruangan yang harus ditemukan para siswa pada gambar yang masih kosong. Dalam hal ini, para siswa belajar penggunaan *beside, behind, in front of, dan between*. Sebagian besar siswa cepat paham karena dibantu dengan gambar peta sekolah. Kemudian, materi digabungkan dengan penggunaan kata kerja. **Disini guru menjelaskan misalnya para siswa makan di kantin (*the students are eating in the canteen*), para siswa membaca di perpustakaan (*the students are reading in the library*), dan mereka bermain di halaman sekolah (*they are playing in the school yard*).** Disini GBI juga menjelaskan penggunaan kata ganti *she, he, dan they* Para siswa diminta mengerjakan latihan soalnya dengan dibantu GBI cara menulis kalimatnya secara lengkap dan benar di papan tulis. Akhirnya, GBI memberikan PR dan menutup pelajaran dengan salam.

(Taken on September 24, 2012)

This meeting consists of activities which imply character values. The teacher integrates more values in this meeting as the explanation before the data above. The first is care. The teacher has different ways in greeting the students. Greeting is not always asking their condition. It can be various because it is meant to notice the students so that they understand that the teacher cares to them. Those are seen from the evidences below from the extract of field notes and the interview.

Kemudian GBI masuk ke pembelajaran, “ayo kita lanjutkan pelajarannya. Sampai dimana kemarin? Ini ya, my school map yaitu peta sekolahku”, terang GBI.(Then, the teacher starts the material, “Let’s see the next lesson. Do you know it? Okay, we come to the unit “my school map.”)

The teacher also explain that greetings can be in several ways. The important thing is to ask the students’ condition. The aim is to care of the students.

R: “Selain itu bu, apakah ada cara-cara lain untuk menyapa para siswa?”
(What else the ways to greet the students, Mam?)

T: “Ehm...greeting gitu ya maksudnya?! Ya itu macem-macem mbak, kan menyapa itu tidak mesti dengan kata “hello, good morning.” Itu bisa apa aja misal menanyakan tugas, PR, terus menanyakan apa yang terjadi di kelas misal ada temennya yang sakit atau bagaimana. Ya macem-macem lah mbak pokoknya menyapa itu tidak harus dengan kata-kata yang sama.” (Ehm....is that greeting?! Yes, it can be in different ways. Greeting not only use the word “hello, good morning.” It can be various such as asking a task, asking homework, then asking what happened to their friends who are absent. It can be many ways to greet them.)

More importantly, the teacher explained the rooms at the school. Her explanation indicates focusing on the tasks that the teacher gives in the class. It is showed from this notes:

“Ini pemahaman tentang ruang-ruang yang berada di sekolah. Karena ini listening atau mendengarkan, anak-anak mendengarkan ibu untuk

mengerjakan latihan di bawahnya itu. “Give number” artinya apa?”, tanya GBI.

(“It is on understanding about the rooms in the school. Since it is listening, you must listen to me to do the next exercises. What does the meaning of “Give Number”?”, asked the teacher.)

From the activity above, it requires students to listen their teacher. They are asked to give numbers according to the teacher for example, the teacher says a library for number 1 then students give its number to a picture of a library. The listening activity demands students to focus on the words they hear. The teacher integrates respect that the students should respect to others who are speaking. They show respect by listening to them.

Moreover, the teacher asks students to make notes of what they read. It is one of the indicators in the hard working value. She makes all of the students wrote as she does then she moves around the seats to check them one by one. The evidence is taken from the quotation of field notes below:

Para siswa diminta menyalin tulisan GBI sesuai di bawah gambar yang sesuai. GBI memperingatkan dan mengoreksi tulisan para siswa dengan berkeliling untuk memastikan bahwa mereka semua sudah melengkapinya. (All of the students are asked to copy the teacher’s writing on the board. She notices students’ writing to make sure they do not make mistakes and to make sure they have already finished them all.)

The next value is paying attention to the teacher. Here, she asks the students to listen to her. It is showed that the students have to notice others particularly when they are talking. The teacher reminds the students to be silent while listening her like the proof below:

“Sekarang dengarkan bu guru secara seksama karena ini masih listening”, perintah GBI. (“Now, listen to me clearly because this is still listening section”; asked the teacher.)

At the end of the class, she continued to the next exercises. The exercises are about the use of “beside, behind, in front of, and between”. They require the students to recognize their school map such as the canteen is beside the school yard and the library is in front of the principal room. The teacher explained further about the material. The examples are below:

Disini guru menjelaskan misalnya para siswa makan di kantin (the students are eating in the canteen), para siswa membaca di perpustakaan (the students are reading in the library), dan mereka bermain di halaman sekolah (they are playing in the school yard).

(Here, the teacher explained for examples, the students are eating in the canteen, the students are reading in the library, and the students are reading in the library,)

The quotation above tells that students make sentences from words provided. The activity is the teacher asks them to arrange sentences like the explanation above. She asks them to an exercise which provides only the names and the places like “the students” and “the school yard”. They need to make sentences based on the words provided. That activity shows a creative value which the indicator is making new sentences from words.

Meeting 6

GBI menyapa para siswa saat berdiri di depan kelas. “Good morning!”, sapa GBI. “Good morning!”, sapa para siswa. “How are you?”, sapa GBI. “I am fine thank you. And you?”, jawab siswa. “I am fine thank you”, jawab GBI. “Hari ini kita akan mempelajari nama-nama ruang di sekolah”, kata GBI. Kemudian, GBI menjelaskan dan mengartikan percakapan yang terdapat di LKS tanpa para siswa menirukan. GBI meminta salah satu siswa menghapus papan tulis dan secara sukarela dua siswa perempuan maju untuk menghapus. “Terimakasih”, kata GBI kepada kedua siswa tersebut. “Sama-sama, bu”, jawab kedua siswa tersebut serempak. GBI memberikan latihan soal memberi nomor pada gambar sesuai yang diucapkannya. Setelah selesai, para siswa ditugasi mencari sendiri cara penulisan nama-nama ruang yang telah disebutkan guru pada halaman-halaman selanjutnya. Para siswa bekerja secara mandiri dan sebagian besar dapat mengerjakan dengan benar setelah GBI berkeliling memantau setiap anak.

Pada latihan kedua yang mempelajari tata letak ruangan, para siswa menirukan ucapan GBI sambil diterangkan fungsi penggunaan beside, behind, in front of, dan between. Para siswa mempelajari denah pada latihan soal dan banyak yang aktif dalam menjawab pertanyaan GBI. Setelah itu, GBI menjelaskan kata kerja dan kata ganti yang dapat mereka gunakan dalam kalimat. Kelas dapat mengartikan kata kerja yang terdapat di LKS seperti reading, playing, eating, having a meeting, etc. Sebagian besar siswa memahami dan langsung menulis lengkap di buku mereka masing-masing. Akhirnya, GBI memberikan PR lebih satu latihan soal dibanding kelas 5B dan menutup pelajaran sekaligus pulang.

(Taken on September 24, 2012)

The data above shows the sixth meeting of the observations. That also contains several character values which are related one to another. The first is when the teacher asked volunteers to clean the blackboard. Two of the students responded her. Their response shows that they communicate well. The teacher does not ask directly to those girls, but they know the intended message from the teacher. The situation indicates a communicative value where students talk to their

teacher understandably. That situation is also related to helpfulness because those students are not asked directly by the teacher. However, they offer a help to the teacher. It can be proved below:

GBI meminta salah satu siswa menghapus papan tulis dan secara sukarela dua siswa perempuan maju untuk menghapus. "Terimakasih", kata GBI kepada kedua siswa tersebut. "Sama-sama, bu", jawab kedua siswa tersebut serempak.

(The teacher asks one of the students to clean the board and two girls do it. "Thank you", said the teacher to them. "You are welcome, Mam", answered them together.)

The other value is hard working. Its indicator is keeping notes of what students have read in classroom activities. The teacher creates an activity to integrate this value. She explained the use of verbs and pronouns. Students made notes of what they have heard from the teacher. They used the worksheet as the source. It is proved below:

Setelah itu, GBI menjelaskan kata kerja dan kata ganti yang dapat mereka gunakan dalam kalimat. Kelas dapat mengartikan kata kerja yang terdapat di LKS seperti reading, playing, eating, having a meeting, etc. Sebagian besar siswa memahami dan langsung menulis lengkap di buku mereka masing-masing.

(After that, the teacher explains verbs and pronouns which can be used to make sentences. Students can understand verbs in the worksheet like reading, playing, eating, having a meeting, etc. Most of them understand and write completely on their books.)

The last meeting shows that there are care, creativity, democratic, hard working, being communicative, and participation. One evidence can cover more than one value in this case. The discussions are explained below:

Meeting 7

GBI masuk dan menyapa siswa “Good morning!”. Para siswa menjawab, “Good morning!”. GBI melanjutkan dengan bertanya siapa yang tidak masuk hari itu. Kemudian, GBI melanjutkan pelajaran dengan berkata, “Sekarang kita masuk unit 3, sekarang belajar instructions”. Sebelumnya, GBI bertanya kepada siswa menyebutkan benda-benda yang ada di perpustakaan. Lalu GBI bertanya, “Kalian pernah liat tulisan peraturan tidak di perpustakaan?”. Para siswa menjawab, “Pernah”. GBI menjelaskan apa yang akan dipelajari hari itu, “School library rules itu peraturan perpustakaan sekolah, coba sebutkan apa saja peraturan di perpustakaan kita?”. Para siswa menyebutkan peraturan apa saja yang ada di sekolah mereka. Setelah itu, GBI meminta siswa menirukan kalimat-kalimat yang diucapkan GBI yang ada pada buku LKS. GBI bertanya arti dari ucapan-ucapan tersebut dan sebagian besar anak dapat menjawab.

GBI melanjutkan pelajaran dengan meminta siswa mengerjakan latihan soal halaman 23 dan dibahas bersama-sama. Selanjutnya, GBI mendikte siswa dengan soal sendiri dan siswa menulis pada buku LKS kemudian diartikan bersama-sama. Para siswa berpartisipasi aktif dalam mengartikan. Lalu GBI melanjutkan pelajaran, “Sekarang kita ke speaking, repeat after me, please!”. Para siswa menirukan ucapan-ucapan GBI dan mengartikan bersama-sama. Para siswa sebagian besar mengerti maksud ungkapan tersebut. GBI sempat mengingatkan salah satu siswa yang tidak memperhatikan, “Anas, tidak mendengarkan to?”. Setelah itu, GBI meminta siswa membuat dialog seperti contoh dalam LKS sambil penggunaannya. Lalu GBI meminta para siswa menghafalkan dialog yang mereka kerjakan secara berpasangan dan yang siap maju ke depan kelas mempraktekkan dialog tersebut. Para siswa aktif menghafalkan dan yang sudah siap secara sukarela maju ke depan kelas. GBI menilai pasangan yang mempraktekkan dialog di depan kelas secara langsung. Setelah semua siswa maju ke depan, GBI meminta siswa berkemas-kemas untuk bersiap-siap pulang. Salah satu siswa menyiapkan teman-temannya untuk memberikan salam penutup kepada GBI.

(Taken on October 22, 2013)

First of all, the teacher asked them to repeat what she says in reference to the worksheet. It can be seen below:

Setelah itu, GBI meminta siswa menirukan kalimat-kalimat yang diucapkan GBI yang ada pada buku LKS.

(Then, the teacher asks students to repeat after her as the worksheet demands.)

And then, the teacher provokes her students to be active in the classroom or at least to participate in the learning process. Therefore, she often asks the students to answer her questions or to mention things which are related to the learning materials. This can also be said to be communicative because they are demanded to speak in this meeting. The teacher asks them to speak in English so that they are dare to speak. The evidences are:

Para siswa berpartisipasi aktif dalam mengartikan. (All of the students participate in translating the words.)

Para siswa aktif mennghafalkan dan yang sudah siap secara sukarela maju ke depan kelas. (All of the students memorize their dialogs and those who are ready to practice in front of the class are pleased.)

Next, creative and democratic values had the same proof. It means an activity covers both values. The teacher integrates them through a speaking activity. She asked them to make a dialog in pairs. Then, they had to practice it in front of the class. The indicators from this activity are making new sentences from words and discussing tasks with friends. They made sentences when creating a dialog. And next, they discussed the turn in speaking after making it. The evidence is found below:

Setelah itu, GBI meminta siswa membuat dialog seperti contoh dalam LKS sambil penggunaannya. Lalu GBI meminta para siswa menghafalkan dialog yang mereka kerjakan secara berpasangan dan yang siap maju ke depan kelas mempraktekkan dialog tersebut.

(And then, the teacher asks students to make a dialog like an example in the worksheet. After that, she asks them to memorize it with their partner. She orders those who have finished making a dialog can come in front of the class to practice it.)

In conclusion, the teacher integrates values to each meeting. There are several character values found in the English teaching and learning process. they

are care, honesty, hard working, religiosity, tolerance, independence, firmness, discipline, communication, responsibility, respect, helpfulness, creativity, participation, and democracy. The teacher develops those values so that those are not only based on the government, but also she tries to develop them through her attitudes and behavior too. She tries to show the character values to students as what she told before in the interview that she attempts to integrate those values.

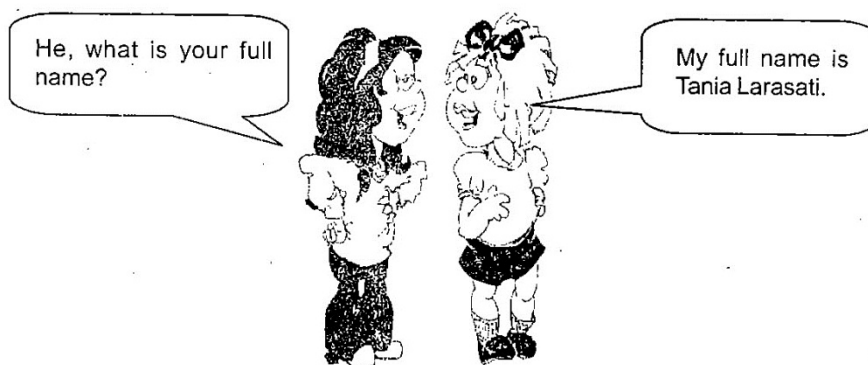
2. The Character Education Values Contain in the Materials for the 5th Grade Students of SD Negeri Krapyak Wetan

She also creates activities to cover the character values from learning materials. She uses the materials to internalize them. She uses the worksheet called “Clever Book” as the source to teach students because the book contains materials according to standard competency and basic competency. Despite the worksheet, the coursebook is as the additional material which are borrowed in the library. The teacher uses this book to add exercises when she needs it for students because the worksheet is more appropriate to the students’ abilities.

In this case, there are the character values which can be found in learning materials in reference to the English teaching and learning process in the observations. The materials are the coursebook and the students’ worksheet. The coursebook entitled “Speed Up English 5” from one of the famous publishers in Yogyakarta, Yudhistira. It has series of the books for each grade. The other is the worksheet entitled “Clever Book”. It is written by several English teachers who develop materials according to the curriculum and the syllabus of Bantul. These are the examples:

This data below shows that the teacher creates an activities from the worksheet.

8. Ask five friends, write the data



Bahasa Inggris Kelas 5 Semester 1

5

Full name	Nick name	Age	Address	Grade	Pet

That data shows the students keep notes to what have heard, what have observed, and what have read for classroom activities. That is also in the form of instructions. Keeping notes is done to be a habit to remember the learning materials. Nevertheless, the activity is aimed to make students speak in English. They practice English with their friends. The teacher also does it to make them dare to speak in English as the proof below:

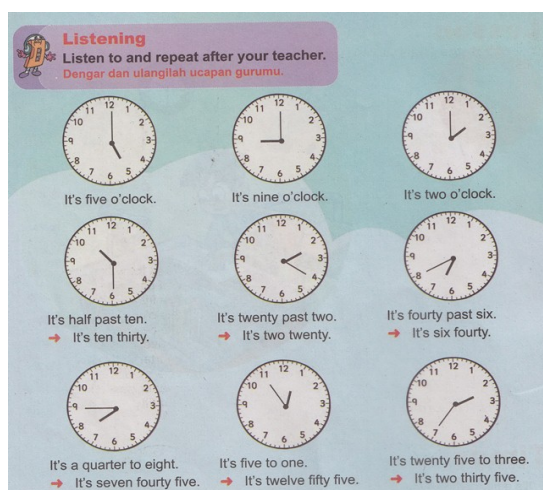
R: “Aktivitas apa yang ibu lakukan di kelas dalam mengintegrasikan pendidikan karakter dalam pembelajaran bahasa Inggris?”

(What activities do you do in the classroom for integrating character education into the teaching learning process?)

T: “Misalnya waktu saya mengajar waktu itu kan speaking ya...saya pake class survey to?! Itu bebasin aja, anak itu jangan terlalu yang wah ngadepin gurunya, mendengarkan, diem saja. Jadi, sekali-sekali biar mereka refresing, bebas di kelas gitu lho, muter agar tidak terlalu tegang gitu lho. Mereka juga berlatih kan, disitu saya peseni, walaupun disitu mereka bisa bertanya identitas kepada teman dengan bahasa Indonesia apalagi bahasa Jawa, tetapi harus menggunakan bahasa Inggris, kan sudah saya terangkan, saya beri latihan dahulu sehingga anak-anak fasih gitu berbicara, kan mereka jadi berani berbicara bahasa Inggris. Itu juga termasuk pendidikan karakter ya seperti itu.”

(For the example when I teach speaking, right?!...I used a “class survey” game. It can make them free. They do not only listen to their teacher, but also moving around the class. It can refresh their mind because they are not too serious. Although they are free moving around the class, I require them to ask their friends’ birthdays in English in spite of Indonesian even Javanese. Before that activity, I have already given them exercises to speak in English. Therefore, they can speak fluently and confidently. It is included one of character education values.)

The last example is from the coursebook. It is related to listening. The teacher creates an activity from this book as the following:



The teacher asks the students by listening to her. This activity requires the students to pay attention to the teacher. They should respect to the teacher while she is talking in the classroom.

B. DISCUSSIONS

The character education values are integrated through several ways in the English teaching and learning. The first is the teacher herself. She becomes the model of virtues for the students. She exemplifies the character values so that the students understand them in action. Those are not only delivered by mentioning one by one, but the teacher does things which are reflected the character values.

Then, the teacher has a method which is used to teach. She inserts the character values through the method. She mostly uses the communicative language teaching method. She often creates activities which require the students to be communicative or at least to participate in using English as communication. Furthermore, she also uses learning materials in the teaching learning process. the materials are used to create the activities which are integrated with the character values. The example of those activities is the students ask their friends' identity. They should speak in English. The teacher integrates a communicative value by asking the students to use English. She also trains them to be brave in speaking.

In addition, Classroom activities influence the teacher in internalizing those values. She creates the activities such as "group discussions" and "work individually". Group discussions are reflected a tolerant value while work individually is reflected an independent value. She always interacts with the students. She is active in teaching by asking them about learning materials. She sometimes reminds them if they do wrong things. She also asks the students to work in groups so that they are involve in discussions. Here, they are educated to respect others' opinion in the discussions. And next, she has a term "classroom

cultures” in her class which are the activities done in the classroom. The examples are she often does “questions and answers” and she sometimes asks the students to come in front of the class to write the assignments’ answers on the board. She integrates a communicative value and a participation value. She invites the students to be brave in speaking and to participate in the teaching and learning process. Those are included the character education values.

Finally, she does a habitual process like greetings and praying. She does them to show that she cares to the students. She also educates them to be religious in reminding them to always pray after the end of the class. Here, the teacher tries to develop her characters first so that the students can understand and they can imitate her by doing those character values.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. CONCLUSIONS

In relation to research findings and its discussions, they can be concluded six points as follows:

1. Character education has values. There are 13 values which can be integrated by the English teacher from the Ministry of National Education. Those values should be applied to the teaching learning process. Each of them has its indicators. From these indicators, the teacher can implement the values. However, the teacher develops more values in her teaching because virtues are not limited. She integrates them through her sayings and her action. The character values are care, honesty, hard working, religiosity, tolerance, independence, firmness, discipline, communication, responsibility, respect, helpfulness, creativity, participation, and democracy.
2. The English teacher uses the communicative language teaching method. She requires the students to participate especially in speaking, but she also insists them in other skills such as writing skills. The students are demanded to be able to deliver a message through writing. This method helps the teacher to educate a communicative value, a participation value, a tolerant value, and a hard working value.
3. The teacher also integrates those values from learning materials such as a coursebook and the worksheet. For example the coursebook, the teacher asks students to do activities based on it. Here, the teacher also uses a worksheet as

her source to teach English. The worksheet contains activities which are adapted by the teacher. She internalizes the character values through these activities. Those are included the character values such as an independent value, an honesty value, and a creative value. She uses it as a main material because it contains standard competency and basic competency of 5th grade. The schools at the same district almost use it for teaching because it is easy to follow and suitable for students as the competencies.

4. The character education are found in the teaching and learning process. Therefore, the process is significant to integrate values. The English teacher creates classroom activities in her classroom such as a group discussion and an independent work. Those activities show a respect value and an independent value.
5. The teacher also always interacts with the students. Interaction can be from the teacher to the students or within the students. It is done because she integrates the character values through interaction too. She internalizes the character values such as a care value, a communicative value, etc.

B. IMPLICATIONS

Implications are drawn from research findings. The implications can be seen from the analysis of the character values found in the teaching and learning process. It implies things to be stated in relation to the findings. They are explained further.

Firstly, the teacher tries to integrate values to every meeting of her teaching. Although she teaches particularly from the worksheet, she creates the

activities from it. She makes the teaching learning process interesting for the students. It contains exercises which include values to develop. The teacher uses those exercises. She develops the character values to be implemented through the process and through herself. She integrates not only those values which are from the government, but she integrates more character values. The method and the materials are good for her to include more character values.

Finally, the teaching and learning process influences on how she integrates the values. She does classroom activities and she interacts with the students. Those ways are effective to internalize the character values. The process contains more values because it is reflected the ways the teacher implements the character values while the teacher is reflected as the model in showing those values for the students.

C. SUGGESTIONS

Based on conclusions and implications, there are several suggestions can be proposed as the followings:

1. For the Government or the Stakeholders

The government should hold a workshop or a seminar for the school because it can help the school to understand more about character education. The government can share information because they have more time discussing in a seminar or a workshop. They also can invite experts of education to be guest speakers for it. Likely, it can make the teachers add their knowledge of what the government intends from character education at schools.

2. For English Education Department Students

English Education Department students will be a teacher in the future. Therefore, they need to acknowledge character education. They can learn more about it so that they are ready to implement it in the class. They can also vary activities to integrate the values. It is hoped that they will be teachers who concern about what happened in the world of education or it can be said up-to-date teachers.

3. For Other Researchers

This research is only about the implementation of character education in the English learning. It is expected that the other researchers can develop or can design materials containing values for their research. They can also modify activities to their materials in order to have all of the values on them.

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INTERVIEW GUIDELINES

1. Apakah yang guru ketahui tentang pendidikan karakter?
2. Darimanakah guru mengetahui tentang pendidikan karakter pertama kali?
3. Informasi darimanakah yang banyak memberikan guru wawasan tentang pendidikan karakter?
4. Apakah guru pernah mengikuti workshop atau seminar pendidikan karakter? Dimana?
5. Apakah sekolah pernah mengadakan workshop atau seminar pendidikan karakter? Jika pernah, narasumber darimanakah yang didatangkan? Dari sekolah atau pihak luar sekolah?
6. Apakah peran para guru untuk menerapkan pendidikan karakter di sekolah?
7. Apakah peran guru dalam pembelajaran di kelas bahasa Inggris untuk menerapkan pendidikan karakter?
8. Aktivitas apa yang ibu lakukan di kelas dalam mengintegrasikan pendidikan karakter dalam pembelajaran bahasa Inggris?
9. Apa yang menjadi acuan untuk pencapaian pendidikan karakter di kelas?
10. Apa yang menjadi acuan untuk pencapaian pendidikan karakter di kelas?

OBSERVATION SHEET

Tanggal :

Pukul :

Ruang :

No	Aspek yang diamati	Deskripsi Hasil Pengamatan
A	Perangkat Pembelajaran	
	1. Kurikulum Tingkat Satuan Pembelajaran (KTSP)	
	2. Silabus	
	3. Rencana Pelaksanaan Pembelajaran (RPP)	
B	Proses Pembelajaran	
	1. Membuka pelajaran	
	2. Penyajian materi	
	3. Metode pembelajaran	
	4. Penggunaan bahasa	
	5. Penggunaan waktu	
	6. Gerak	
	7. Cara memotivasi siswa	
	8. Teknik bertanya	
	9. Teknik penguasaan kelas	
	10. Penggunaan media	
	11. Bentuk dan cara evaluasi	
	12. Menutup pelajaran	
C	Perilaku siswa	
	1. Perilaku siswa di dalam kelas	
	2. Perilaku siswa di luar kelas	

INTERVIEW TRANSCRIPTS

Ket:

R : *Researcher*

T : *Teacher*

R: “Selamat siang bu”

T: “Selamat siang mbak.”

R: “Begini bu, saya ingin mewawancarai ibu terkait penelitian saya.”

T: “Iya mbak, silakan-silakan.”

R: “Terimakasih bu, yang pertama, apakah yang guru ketahui tentang pendidikan karakter?”

T: “Pendidikan karakter itu baru ya...dimasukkan ke silabus itu to bahwa setiap pembelajaran yang kita berikan itu harus mengandung atau harus mengindikasikan adanya nilai-nilai pendidikan karakter, misalnya kita mengajar membaca. Oh, membaca itu melatih ternyata anak untuk berani juga, iya to?! berani membaca maju ke depan kelas. Berani kan salah satu nilai pendidikan karakter.”

R: “Darimanakah guru mengetahui tentang pendidikan karakter pertama kali?”

T: “Dulu? Itu berapa tahun yang lalu ya, baru sih, 1 apa 2 tahun yang lalu dari pengawas, dari pengawas pendidikan memberikan ini lho pendidikan karakter yang harus dimasukkan ke dalam silabus, mana yang sesuai, misalnya KD ini nanti nilai-nilai pendidikan karakternya apa. Mereka memberikan informasi melalui sosialisasi atau pengenalan di sekolah. Disini, pengawas yang datang ke sekolah.”

R: “Lalu, informasi darimanakah yang banyak memberikan guru wawasan tentang pendidikan karakter?”

T: “Sosialisasi itu yang pertama dan *sharing* dengan teman misalnya ini gimana to? Kok harus ada pendidikan karakter dan cara mengajarnya gimana? Ya cuma seperti itu aja berbagi pengetahuan dengan teman.”

R: “Apakah guru pernah mengikuti workshop atau seminar pendidikan karakter? Dimana?”

T: “Belum pernah.”

R: “Apakah sekolah pernah mengadakan workshop atau seminar pendidikan karakter? Jika pernah, narasumber darimanakah yang didatangkan? Dari sekolah atau pihak luar sekolah?”

- T: “Belum pernah untuk pendidikan karakter.”
- R: “Oh, belum ya bu. Kalau begitu, pertanyaan selanjutnya, apakah peran para guru untuk menerapkan pendidikan karakter di sekolah?”
- T: “Mungkin belum semua sih mbak, maksudnya menerapkan, karena juga apa ya, kadang susah to menyiratkan nilai ini nilai itu, karena tidak semua guru sekarang itu bener-bener sesuai silabus dan RPP, kadang masih ada yang *textbooks* kayak gitu to. Jadi, tidak sesuai RPP sehingga belum semua berperan menerapkan pendidikan karakter.”
- R: “Apakah peran guru dalam pembelajaran di kelas bahasa Inggris untuk menerapkan pendidikan karakter?”
- T: “Kalau saya sendiri berusaha mencoba menerapkan karena dalam bahasa Inggris kan ada 4 *skill* misalnya di *speaking* itu anak percaya diri ngomong bahasa Inggris. Itu kan termasuk nilai karakter to?! percaya diri terus misale berani. Terus untuk *writing* bisa dimasukkan teliti misalnya apalagi ya?! Oh, rajin. Ya cuma kayak gitu, menyiratkan nilai-nilai yang bisa diambil dari 4 *skill* itu. Jadi, tidak harus disampaikan kepada anak bahwa ada pendidikan karakter ini lho pada saat proses pembelajaran, tetapi menyiratkan saja.”
- R: “Aktivitas apa yang ibu lakukan di kelas dalam mengintegrasikan pendidikan karakter dalam pembelajaran bahasa Inggris?”
- T: “Misalnya waktu saya mengajar waktu itu kan *speaking* ya...saya pake *class survey* to?! Itu bebasin aja, anak itu jangan terlalu yang wah ngadepin gurunya, mendengarkan, diem saja. Jadi, sekali-sekali biar mereka refresing, bebas di kelas gitu lho, muter agar tidak terlalu tegang gitu lho. Mereka juga berlatih kan, disitu saya peseni, walaupun disitu mereka bisa bertanya identitas kepada teman dengan bahasa Indonesia apalagi bahasa Jawa, tetapi harus menggunakan bahasa Inggris, kan sudah saya terangkan, saya beri latihan dahulu sehingga anak-anak fasih gitu berbicara, kan mereka jadi berani berbicara bahasa Inggris. Itu juga termasuk pendidikan karakter ya seperti itu.”
- R: “Kalau mengenai kebiasaan di kelas bu, misalnya menyapa siswa, menanyakan PR siswa, dan sebagainya itu?”
- T: “Ya itu memang peran guru ya harusnya. Memang apa yang dilakukan guru itu apa? cerminan gitu ya. Maksudnya perbuatan guru itu juga bisa dikatakan menyiratkan nilai-nilai karakter juga ya seperti itu tadi, menyapa para siswa, menanyakan kabar, berdoa juga saat memulai atau mengakhiri pelajaran. Itu harus selalu ditunjukkan selalu oleh guru sebagai model pendidikan karakter.

Terus itu juga, pake baju kan juga harus rapi to mbak?! Jadi guru juga harus mencontohkan memakai seragam dengan rapi.”

R: “Selain itu bu, apakah ada cara-cara lain untuk menyapa para siswa?”

T: “Ehm...*greeting* gitu ya maksudnya?! Ya itu macem-macem mbak, kan menyapa itu tidak mesti dengan kata “*hello, good morning.*” Itu bisa apa aja misal menanyakan tugas, PR, terus menanyakan apa yang terjadi di kelas misal ada temennya yang sakit atau bagaimana. Ya macem-macem lah mbak pokoknya menyapa itu tidak harus dengan kata-kata yang sama.”

R: “Oh, ya ibu kemudian, Bagaimana menghubungkan pendidikan karakter terhadap pelajaran bahasa Inggris yang notabene adalah bahasa asing? padahal disini guru dituntut menerapkan karakter bangsa Indonesia?”

T: “Ya, itu kalau bahasa Inggris itu kan cuma materinya. Materinya itu pelajaran, kan bisa bahasa Inggris, bahasa Perancis, tapi kan kita cara menyampaikannya atau isi atau proses pembelajarannya kan bisa mau pelajarannya apapun, bisa diambil nilai apapun dari situ. Jadi pelajaran apapun bisa mengambil nilai apapun dari pendidikan karakter. Misalnya anak-anak belajar bahasa Inggris, melatih pendidikan karakter berani, pelajarannya kok bahasa Inggris?! Itu tidak apa-apa, kan bisa berani berbicara bahasa Inggris. Ngomong salah gak papa, kalau salah kan bisa belajar dari kesalahan itu, yang penting berani berbicara menggunakan bahasa Inggris. Bahasa Inggris itu cuma temanya, isinya, kalau cara penyampaian itu sama seperti pelajaran yang lain, bisa diambil nilai apapun dari situ.”

R: “Apa yang menjadi acuan untuk pencapaian pendidikan karakter di kelas?”

T: “Ya mungkin tidak langsung ya kalau seperti itu karena susah melihat anak misalnya kok dia langsung bisa ini dan ini sesuai pendidikan karakter, tetapi bertahap, yang penting anak itu tahu, “oh bu Eny menyuruh saya membaca di depan kelas itu biar saya percaya diri, berani.” Nah mungkin anak-anak bisa mengambil atau menginterpretasikan, “oh jadi saya itu harus menjadi anak yang harus percaya diri dan tidak minder.”

R: “Oh iya bu, untuk aturan di kelas. Apakah ibu pernah atau sering memberikan hukuman pada siswa yang tidak mengikuti aturan di kelas? Misalnya ramai di kelas, makan di kelas, seperti itu?”

T: “Kalau *real* nya tidak pernah ya mbak. Saya cuma kayak mengancam gitu lho, misal nanti saya adukan ke wali kelas kalau rame, atau saya kurangi nilai rapotnya, atau saya laporkan ke kepala sekolah. Ya hanya gitu-gitu sih mbak, itu

sebatas ancaman karena anak kalau sudah digitukan biasanya takut apalagi kalau hukumannya tidak naik kelas gitu, kadang kan ada anak yang bener-bener ngeyel itu to. Jadi tiap guru sering mengancam tidak naik kelas kalau tetep ramai misalnya.”

R: “Oh begitu, ya. Kalau untuk interaksi di kelas bagaimana ibu?”

T: “Dihubungkan dengan pendidikan karakter?”

R: “Iya bu.”

T: “Ya kalau itu jelas ya mbak. Interaksi itu kan harus ya, harus dilakukan guru, kalau tidak ada interaksi ya pembelajaran itu gimana?! Apalagi mengajar bahasa itu harus berinteraksi baik antar guru dan murid, antar siswa dan temennnya. Interaksi itu pasti, karena kita bahasa kan jadi harus selalu ngomong di kelas tapi tidak saya saja. Misal saya bertanya pada siswa, itu interaksi juga, atau itu mbak, kalau kerja kelompok, kan mereka berdiskusi, nah itu juga interaksi. Itu membuat mereka jadi komunikatif, jadi biarkan saja mereka diskusi gitu.”

R: “Oke...yang terakhir bu, waktu saya lihat observasi kemarin, apakah fungsi nilai yang diberikan oleh guru pada tugas siswa?”

T: “Sebenarnya memberi nilai untuk anak SD itu sudah sesuatu atau sudah dianggap suatu perhatian dari guru misalnya anak dinilai, oh itu ternyata bu guru perhatian dan tidak asal selesai ya sudah. Disitulah anak-anak merasa senang wong kadang kalau tidak diberi nilai pun mereka justru minta dan nanya-nanya. Kalau saya suruh menilai sendiri malah tidak mau, harus dinilai guru langsung. Tetapi, kalau misalnya itu untuk penilaian saya, kadang saya suruh untuk mengumpulkan, untuk saya masukkan ke dalam nilai.”

R: “Itu memang sering diberikan atau bagaimana bu?”

T: “Itu seperti menjadi budaya kelas ya mbak, maksudnya ya itu, anak-anak kalau tidak dinilai itu seperti tidak afdol, kurang puas gitu karena pembentukan kebiasaan. Misalnya saya juga sering nunjuk-nunjuk anak gitu to? Misal siapa gitu maju ke depan tulis jawaban, ya itu mencerminkan kegiatan kelas dan dikaitkan lagi ya mbak. Itu juga karakter biar anak berani maju ke depan, berani menjawab soal, terus berusaha dapat nilai bagus dengan aktif di kelas, kan itu juga karakter.”

R: “Itu dulu bu sudah cukup, terimakasih atas waktunya ibu.”

T: “Iya mbak, sama-sama. Nanti kalau ada yang kurang bisa tanya-tanya lagi ya.”

R: “Iya bu, terimakasih sekali lagi.”

T: “Sama-sama mbak.”

FIELD NOTES

Keterangan:

GBI = Guru Bahasa Inggris

R = *Researcher*

Hari : Kamis

Tanggal : 9 Agustus 2012

Tempat : Ruang Kepala Sekolah

Jam : 09.00 WIB

R mendatangi sekolah dan menemui kepala sekolah untuk mengajukan permohonan ijin mengadakan penelitian di sekolah tersebut. Kepala sekolah mengijinkan kemudian memanggil guru yang bersangkutan dalam bidang mata pelajaran bahasa Inggris untuk ditindak lanjuti mengenai penelitian yang akan dilaksanakan oleh R. Kepala sekolah, GBI, dan R membicarakan jenis penelitian yang akan dilaksanakan dan dalam jangka waktu berapa lama. Kepala sekolah dan GBI menyetujui diadakannya penelitian, namun pengaturan jadwal oleh kepala sekolah diserahkan kepada GBI untuk didiskusikan kepada R. Akan tetapi, GBI tidak dapat mendiskusikan pada waktu itu karena sedang mengerjakan tugas sekolah dan meminta R datang kembali ke sekolah setelah libur lebaran. Kepala sekolah juga menyarankan hal yang sama dan memastikan tanggal aktif KBM di sekolah tersebut setelah libur lebaran. R menjelaskan bahwa memang pelaksanaan penelitian rencana akan dimulai pada bulan september sampai dengan pertengahan bulan oktober. Untuk itu, R mohon pamit kepada kepala sekolah dan GBI agar dapat melanjutkan mengerjakan tugas sekolah dan membuat janji untuk bertemu kembali setelah libur lebaran.

Hari : Sabtu

Tanggal : 1 September 2012

Tempat : Ruang Kepala Sekolah

Jam : 08.00 WIB

R kembali mengunjungi sekolah untuk mendiskusikan jadwal observasi pembelajaran bahasa Inggris bersama GBI. Observasi tersebut dilakukan untuk mengenali cara GBI mengajar di dalam kelas. Selain itu, R juga menjelaskan jenis penelitian yang akan dilakukan kepada GBI sehingga untuk pertemuan-pertemuan selanjutnya GBI dapat lebih memahami apa saja yang akan diteliti oleh R. Dalam hal ini, R akan melakukan observasi dan wawancara untuk mendapatkan data yang diperlukan. Setelah melakukan observasi, R juga langsung akan meneruskan dengan mengambil data untuk diolah ke dalam data penelitian. Di sekolah tersebut, masing-masing level kelas dibagi sedikitnya 2 kelas dan ada pula yang 3 kelas sehingga R akan melakukan observasi di dua kelas untuk kelas 5 yaitu kelas 5A dan 5B.

Observasi 1

Hari : Senin

Tanggal : 3 September 2012

Tempat : Ruang Kelas 5B

Jam : 09.30 – 10.40 WIB

Jumlah siswa : 23 siswa (laki-laki= 11 siswa dan perempuan=12 siswa)

GBI menyapa para siswa dengan sapaan sederhana, *"Good morning!"*. Kemudian, siswa serentak membalas sapaan dengan mengatakan, *"Good morning!"*. GBI meminta siswa membuka buku LKS yang sudah mereka punyai dan salah seorang siswa mengingatkan bahwa ada PR. GBI bersama-sama dengan siswa mencocokkan PR. Semua siswa aktif menjawab pertanyaan-pertanyaan dari PR tersebut karena sudah diterangkan pada pertemuan sebelumnya. Terkadang GBI juga menunjuk siswa satu-persatu untuk menjawab dan kebanyakan siswa dapat menjawab dengan benar. Lalu, GBI meminta siswa menirukan percakapan yang terdapat dalam PR tersebut. Percakapan tersebut berisi dialog tentang cara memperkenalkan diri, menyebutkan identitas diri, dan menanyakan identitas kepada orang lain. Setelah itu, GBI mengulang kembali apa saja yang perlu disebutkan untuk mengetahui identitas orang lain. GBI

menjelaskan satu-persatu arti kata kunci penting untuk menanyakan identitas diri dan para siswa dapat menjawab. GBI bertanya, “*full name* itu apa?”, kemudian para siswa menjawab, “nama panjang.” GBI bertanya, “kalau *nick name*?”, kemudian para siswa menjawab, “nama panggilan.” GBI bertanya, “*address*?”, kemudian para siswa menjawab, “alamat.” GBI bertanya, “*grade*?”, kemudian para siswa menjawab, “kelas.” GBI bertanya, “*age*?”, kemudian para siswa hening sejenak karena ragu-ragu untuk menjawab kemudian GBI mengartikan langsung dengan menjawab, “umur.” GBI bertanya, “*pet*?”, kemudian para siswa menjawab, “hewan kesukaan.”

GBI meminta para siswa untuk melakukan survei dengan menanyai lima orang identitasnya secara lengkap. Para siswa antusias dan hampir semua siswa menerapkan perintah GBI dengan baik yaitu menggunakan bahasa Inggris dalam bertanya maupun menjawab pertanyaan teman-temannya. GBI memberikan nilai pada buku siswa yang sudah selesai melakukan survei. GBI sering mengingatkan anak-anak yang mengganggu temannya mengerjakan tugas dan mereka mematuhi perintah GBI dengan tidak mengulangi perbuatan tersebut. Kembali GBI mengulang materi yang sudah disampaikan dengan menanyai identitas siswa serta meminta siswa untuk tidak melihat buku, namun banyak siswa yang masih melihat buku dalam melakukan percakapan bersama GBI. GBI juga memberikan peringatan tegas kepada siswa yang tidak ikut melakukan dialog dengan menyuruh anak tersebut menjawab pertanyaan GBI sendiri tanpa dibantu oleh teman-temannya sehingga para siswa langsung menjaga ketenangan agar tidak ditunjuk oleh GBI.

GBI melanjutkan ke materi selanjutnya yang masih berhubungan dengan identitas diri, yaitu menerangkan kata ganti milik berupa *his* dan *her*. Para siswa diminta mencatat agar lebih paham menggunakan kata ganti tersebut kemudian membaca teks bersama-sama menirukan GBI yang berhubungan dengan kata ganti milik. Hampir seluruh siswa sudah paham dan diteruskan ke soal-soal latihan. Para siswa dengan tenang mengerjakan tugas mandiri meski beberapa masih perlu berdiskusi dengan teman sebangkunya. Lalu, GBI meminta soal latihan dicocokkan dengan menawarkan para siswa untuk maju ke depan kelas menulis jawaban yang benar. Beberapa siswa sukarela maju tanpa ditunjuk dan cukup antusias dalam mengerjakan. Kemudian, GBI mengajak siswa berdiskusi untuk jawaban yang benar. GBI memberikan PR pada para siswa.

Observasi 2

Hari : Senin

Tanggal : 3 September 2012

Tempat : Ruang Kelas 5A

Jam : 11.00 – 12.10 WIB

Jumlah siswa : 22 siswa (laki-laki= 14 siswa dan perempuan= 8 siswa)

GBI mengawali pelajaran dengan *greetings*. GBI menyapa, “*Good morning!*” dan para siswa menjawab, “*Good morning!*”. GBI melanjutkan, “*How are you?*”, kemudian para siswa menjawab, “*I’m fine thank you. And you?*”. Setelah itu, GBI menjelaskan bahwa mulai hari ini para siswa akan belajar lebih banyak dari LKS yang ditunjukkan oleh GBI. Kelas ini baru mulai menggunakan LKS karena tahun awal ajaran baru kelas diisi oleh mahasiswa PPL. Oleh karena itu, GBI meminjamkan LKS kepada para siswa sebelum mereka sudah memiliki masing-masing. GBI kemudian membahas LKS dari halaman pertama secara lisan. GBI membacakan percakapan kemudian siswa menirukan dan mengartikan, apabila tidak bisa GBI akan langsung mengartikan maksud yang dibaca. Disini siswa lebih banyak praktek berbicara, selain itu tema yang dibahas juga tentang mengenalkan identitas diri sendiri kepada orang lain.

Seperti di kelas sebelumnya, GBI meminta siswa melakukan *survey games* atau *class survey* yaitu menayakan identitas 5 temannya dengan mengisi kolom yang tersedia. Terlebih dahulu para siswa menyalin kolomnya karena tidak bisa dikerjakan langsung di LKS. Kelas ini lebih aktif dari kelas sebelumnya dan hampir tidak ada siswa yang menggunakan bahasa Indonesia atau bahasa Jawa untuk menanyakan identitas temannya, mereka berusaha berbicara dengan bahasa Inggris sesuai dengan perintah GBI. Kemudian, para siswa yang sudah selesai meminta nilai pada GBI satu-persatu maju ke depan kelas. Setelah semua siswa selesai dinilai, para siswa bersia-siap untuk pulang ke rumah dan GBI menutup pelajaran dengan langsung berdoa dipimpin ketua kelas.

Pertemuan 1

Hari : Senin

Tanggal : 10 September 2012

Tempat : Ruang Kelas 5B

Jam : 09.30 – 10.40 WIB

Jumlah siswa : 24 siswa (laki-laki= 12 siswa dan perempuan= 12 siswa)

GBI menyapa para siswa seperti pelajaran pada minggu sebelumnya, kemudian menanyakan apakah anak-anak sudah mengerjakan PR. Beberapa siswa tidak tahu jika tugas di LKS halaman 8 adalah PR sehingga GBI memberikan waktu sebentar untuk dikerjakan secara mandiri. GBI mengingatkan bahwa tulisan mereka harus rapi dan bisa dibaca terkait materi yang berkenaan dengan *writing*. “Kalau *writing*, tulisannya harus rapi dan harus bisa dibaca ya. Mengerjakannya yang teliti biar tidak salah tulis karena kurang satu huruf saja salah dan nilainya nanti dikurangi”, kata GBI. Setelah itu, GBI dan para siswa mencocokkan secara lisan. Pelajaran dilanjutkan dengan mengerjakan latihan di halaman berikutnya dan yang sudah selesai maju ke depan untuk dinilai oleh GBI. Para siswa cukup tenang dalam mengerjakan tugas. Pada saat proses penilaian ke depan, masih ada beberapa siswa yang belum paham instruksi yang diminta dan dijelaskan oleh GBI pada soal latihan sehingga masih salah. Oleh karena itu, GBI meminta para siswa membenarkan pekerjaannya dengan bertanya kepada teman yang sudah benar mengerjakan, akan tetapi tidak boleh mencontek.

Setelah semua siswa selesai diberi nilai, GBI melanjutkan tugas di halaman 9 dan menjelaskan cara mengerjakan tugas. GBI meninggalkan ruang kelas sebentar karena masih berbenah perpindahan ruang guru di sekolah. Beberapa siswa ada yang hanya mengerjakan tugas sebagian dan ramai mengobrol dengan teman-temannya. Pada waktu GBI masuk kelas, para siswa belum selesai mengerjakan sehingga dibuat PR dan GBI menutup pelajaran pada hari itu.

Pertemuan 2

Hari : Senin

Tanggal : 10 September 2012

Tempat : Ruang Kelas 5A

Jam : 11.00 – 12.10 WIB

Jumlah siswa : 24 siswa (laki-laki= 15 siswa dan perempuan= 9 siswa)

GBI menyapa para siswa dan kelas diramaikan dengan kegiatan pembagian LKS untuk yang dapat membeli pada hari itu. Kemudian, GBI memberikan tugas pada para siswa untuk melengkapi LKS sampai dengan halaman 5 sesuai yang mereka bahas di minggu lalu. GBI mengizinkan para siswa berkelompok mengerjakan terutama yang belum membeli LKS harus bergabung pada teman-teman yang sudah memiliki. GBI mengarahkan para siswa membentuk kelompok dan berkeliling untuk menjelaskan pada setiap kelompok jika ada yang masih belum jelas akan tugasnya. Kelas ini lebih tenang dari kelas di jam sebelumnya dan semua siswa dapat berpartisipasi dalam belajar serta tidak ada satu siswa pun yang berpakaian tidak rapi. Setelah selesai, GBI melanjutkan halaman 6 yaitu tentang *reading* dan hampir semua siswa dapat mengartikan arti dalam teks sehingga GBI langsung menjelaskan penggunaan kata ganti milik yaitu *“her and his”* secara lisan dan tertulis untuk memudahkan siswa menghafal mana yang untuk laki-laki dan mana yang untuk perempuan. Masih dalam kelompok masing-masing, para siswa diminta mengartikan teks yang terdapat di halaman selanjutnya dan GBI yang membaca. Setelah itu, para siswa mengerjakan latihan yang sesuai dengan teks tersebut masih secara berkelompok dan latihan sesudahnya. Para siswa masih tidak paham dengan instruksi, maka GBI menjelaskan bahwa arti *match* adalah pasangan atau jodohkan dengan ditarik garis. GBI menjelaskan bahwa, “kelas ini harus cepat ya?! soalnya udah ketinggalan dari kelas sebelah, dikerjakan sesuai perintah”. Pada waktu mencocokkan, para siswa aktif menjawab dan sebagian besar benar. Kemudian, GBI menjelaskan tugas halaman 8 yaitu mengisi data siswa secara mandiri dan dijabarkan dengan kalimat karena siswa masih belum tahu arti dari *“write down the sentences.”* yaitu tulislah dengan kalimat. Pada saat itu beberapa siswa terlihat ramai sendiri dan GBI mengingatkan jika masih ramai siswa disuruh mengerjakan tugas di buku tulis, tidak di LKS. Setelah itu para siswa cukup tenang mengerjakan. GBI berkeliling meneliti pekerjaan para siswa dan menanggapi beberapa pertanyaan dari siswa. Akhirnya, GBI menutup pelajaran dengan berdoa yang dipimpin ketua kelas.

Pertemuan 3

Hari : Senin

Tanggal : 17 September 2012

Tempat : Ruang Kelas 5B

Jam : 09.30 – 10.40 WIB

Jumlah siswa : 21 siswa (laki-laki= 11 siswa dan perempuan= 10 siswa)

GBI langsung menanyakan tugas kepada para siswa yang minggu lalu sudah dikerjakan sebagian. Kemudian, GBI berkeliling kelas dan meneliti setiap pekerjaan anak. GBI berkata, “ternyata banyak yang masih belum selesai ya?”, lalu para siswa menjawab, “iya bu.” Setelah itu GBI meminta siswa melanjutkan menyelesaikan soal-soal latihan dari LKS dan akan diambil nilai sebagai nilai ulangan. “Sekarang latihan soalnya dilanjutkan sampai selesai sebelum bab selanjutnya yang *my school map* itu, dikerjakan sendiri-sendiri dengan tenang nanti diambil nilai sama Bu Eny, dijadikan nilai ulangan”, kata GBI. “Iya bu”, para siswa menjawab sambil menggerutu. “Kalau begitu, bu Eny tinggal dulu ke kantor, jangan ramai, dikerjakan dengan tenang, nanti yang ketahuan ramai bu Eny suruh ke kantor dan mengerjakan tugas di ruang guru, mengerti?!”, perintah GBI. “Iya buuu”, para siswa menjawab serempak perintah GBI. Ruang kelas cukup tenang meski ada beberapa anak yang mengerjakan sambil bercanda.

Beberapa saat kemudian, GBI masuk kelas dan meminta siswa menukarkan pekerjaannya dengan teman sebangku. GBI bersama dengan para siswa mencocokkan jawaban dan pada latihan C halaman 9, GBI meminta siswa maju ke depan untuk menjawab dan menulis jawaban di papan tulis. Pada awalnya GBI menunjuk siswa satu-persatu, namun setelah dua nomor dikerjakan banyak siswa yang ingin secara sukarela menuliskan jawaban mereka di papan tulis dan GBI mempersilahkan siswa-siswa tersebut dengan ditunjuk bergiliran agar tidak rebutan. Pada soal latihan terakhir yang menuliskan kalimat memperkenalkan diri sendiri, para siswa diminta GBI maju ke depan satu-satu untuk dinilai dan para siswa masih memegang pekerjaan temannya. Selesai menilai, GBI menutup pelajaran.

Pertemuan 4

Hari : Senin

Tanggal : 17 September 2012

Tempat : Ruang Kelas 5A

Jam : 10.50 – 12.10 WIB

Jumlah siswa : 22 siswa (laki-laki= 14 siswa dan perempuan= 8 siswa)

Sama seperti di kelas sebelumnya, GBI meminta para siswa mengerjakan halaman 9-10 pada LKS secara lengkap. “Hari ini anak-anak mengerjakan LKS halaman 9 sampai 10 dan akan ibu ambil nilai sebagai nilai ulangan”, kata GBI. Para siswa bersahutan menanyakan apakah hari itu ulangan. “Ulangan bu?”, celetuk salah seorang siswa. “Iya ulangan tapi nilainya ibu ambil dari kalian mengerjakan latihan-latihan soal di LKS ini, dikerjakan sendiri-sendiri dan yang tidak punya LKS ibu Eny pinjami biar tidak contek-contekan”, kata GBI. “Iya bu”, para siswa menjawab. Kemudian, GBI menjelaskan terlebih dahulu satu-persatu latihan agar siswa dapat memahami perintah dengan benar. GBI memperingatkan para siswa untuk bekerja sendiri, “mengerjakannya tidak boleh tengok-tengok karena ini tugas mandiri, dan kembali ke tempat duduk masing-masing tidak boleh menggerombol”, kata GBI. Kali ini GBI menunggu siswa sambil berkeliling kelas dan memantau para siswa mengerjakan sehingga kelas cukup tenang dan para siswa mengerjakan dengan tenang dan mandiri. Beberapa siswa pun terlihat sering bertanya kepada GBI apabila masih bingung dengan instruksi yang tertera di tiap latihan soal.

Setelah semua siswa terlihat selesai mengerjakan, GBI mulai mencocokkan jawaban. GBI meminta setiap siswa menukarkan jawaban kepada teman di sebelahnya dan GBI memastikan bahwa tidak ada siswa yang memegang pekerjaannya sendiri dengan berkeliling kelas. Setiap jawaban pada latihan soal dicocokkan secara verbal sehingga tidak ada kegiatan tulis-menulis di papan tulis. Untuk latihan soal yang terakhir, GBI juga meminta para siswa maju ke depan kelas satu-persatu untuk dinilai dan menutup pelajaran dengan meminta salah satu siswa memimpin doa.

Pertemuan 5

Hari : Senin

Tanggal : 24 September 2012

Tempat : Ruang Kelas 5B

Jam : 09.30 – 10.40 WIB

Jumlah siswa : 21 siswa (laki-laki= 10 siswa dan perempuan= 11 siswa)

Pada awal 15 menit pertama GBI berdiskusi tentang petugas upacara yang menjadi jatah para siswa pada waktu upacara tadi. GBI memberi masukan bagaimana seharusnya menjadi petugas upacara. Kemudian GBI masuk ke pembelajaran, “ayo kita lanjutkan pelajarannya. Sampai dimana kemarin? Ini ya, *my school map* yaitu peta sekolahku”, terang GBI. Para siswa lalu diminta menirukan ucapan GBI sesuai dengan percakapan yang terdapat di LKS. “Ini pemahaman tentang ruang-ruang yang berada di sekolah. Karena ini *listening* atau mendengarkan, anak-anak mendengarkan ibu untuk mengerjakan latihan di bawahnya itu. *Give number* artinya apa?”, tanya GBI. “Beri nomor”, jawab beberapa siswa. “Ya, betul. Jadi itu memberi nomor sesuai dengan yang ibu sebutkan misalnya *number one, library*. Apa itu *library*?”, tanya GBI. “Perpustakaan”, jawab para siswa serempak. “Nah, kemudian kalian memberi angka 1 pada gambar perpustakaan, jelas?”, tanya GBI. “Jelas bu”, jawab para siswa. Disini GBI tidak memberikan pengulangan pada kosakata ruang-ruang yang terdapat di sekolah. GBI langsung meminta siswa mengerjakan soal latihannya.

Selesai mendengarkan, GBI mencocokkan jawaban bersama para siswa dan menulis jawaban yang benar di papan tulis. Para siswa diminta menyalin tulisan GBI sesuai di bawah gambar yang sesuai. GBI memperingatkan dan mengoreksi tulisan para siswa dengan berkeliling untuk memastikan bahwa mereka semua sudah melengkapinya. Kemudian, GBI melanjutkan latihan soal berikutnya dengan meminta siswa menirukan ucapannya dan mengartikannya langsung. Sebagian besar siswa dapat mengartikannya dengan benar. Pada saat itu kelas mulai terdengar ramai kemudian GBI mengatur tempat duduk dan memperingatkan beberapa siswa laki-laki. “bu Eny pindah yang sama-sama ramai dipisah”, kata GBI. “Itu bu rame”, jawab seorang siswa. “Tidak usah mengatur teman, mengatur dirinya sendiri”, perintah GBI.

Suasana kelas sudah mulai tenang dan GBI melanjutkan pelajaran. “Sekarang dengarkan bu guru secara seksama karena ini masih *listening*”, perintah GBI. GBI melanjutkan latihan soal dengan membacakan ruangan yang harus ditemukan para siswa pada gambar yang masih kosong. Dalam hal ini, para siswa belajar penggunaan *beside, behind, in front of, dan between*. Sebagian besar siswa cepat paham karena dibantu dengan gambar peta sekolah. Kemudian, materi digabungkan dengan penggunaan kata kerja. Disini guru menjelaskan misalnya para siswa makan di kantin (*the students are eating in the canteen*), para siswa membaca di perpustakaan (*the students are reading in the library*), dan mereka bermain di halaman sekolah (*they are playing in the school yard*). Disini GBI juga menjelaskan penggunaan kata ganti *she, he, dan they*. Para siswa diminta mengerjakan latihan soalnya dengan dibantu GBI cara menulis kalimatnya secara lengkap dan benar di papan tulis. Akhirnya, GBI memberikan PR dan menutup pelajaran dengan salam.

Pertemuan 6

Hari : Senin

Tanggal : 24 September 2012

Tempat : Ruang Kelas 5A

Jam : 11.00 – 12.10 WIB

Jumlah siswa : 22 siswa (laki-laki= 13 siswa dan perempuan= 9 siswa)

GBI menyapa para siswa saat berdiri di depan kelas. “*Good morning!*”, sapa GBI. “*Good morning!*”, sapa para siswa. “*How are you?*”, sapa GBI. “*I am fine thank you. And you?*”, jawab siswa. “*I am fine thank you*”, jawab GBI. “Hari ini kita akan mempelajari nama-nama ruang di sekolah”, kata GBI. Kemudian, GBI menjelaskan dan mengartikan percakapan yang terdapat di LKS tanpa para siswa menirukan. GBI meminta salah satu siswa menghapus papan tulis dan secara sukarela dua siswa perempuan maju untuk menghapus. “Terimakasih”, kata GBI kepada kedua siswa tersebut. “Sama-sama, bu”, jawab kedua siswa tersebut serempak. GBI memberikan latihan soal memberi nomor pada gambar sesuai yang diucapkannya. Setelah selesai, para siswa ditugasi mencari sendiri cara penulisan nama-nama ruang yang telah disebutkan guru pada halaman-

halaman selanjutnya. Para siswa bekerja secara mandiri dan sebagian besar dapat mengerjakan dengan benar setelah GBI berkeliling memantau setiap anak.

Pada latihan kedua yang mempelajari tata letak ruangan, para siswa menirukan ucapan GBI sambil diterangkan fungsi penggunaan *beside, behind, in front of, dan between*. Para siswa mempelajari denah pada latihan soal dan banyak yang aktif dalam menjawab pertanyaan GBI. Setelah itu, GBI menjelaskan kata kerja dan kata ganti yang dapat mereka gunakan dalam kalimat. Kelas dapat mengartikan kata kerja yang terdapat di LKS seperti *reading, playing, eating, having a meeting, etc.* Sebagian besar siswa memahami dan langsung menulis lengkap di buku mereka masing-masing. Akhirnya, GBI memberikan PR lebih satu latihan soal dibanding kelas 5B dan menutup pelajaran sekaligus pulang.

Pertemuan 7

Hari : Senin

Tanggal : 22 Oktober 2012

Tempat : Ruang Kelas 5A

Jam : 11.00 – 12.10 WIB

Jumlah siswa : 22 siswa (laki-laki= 11 siswa dan perempuan= 9 siswa)

GBI masuk dan menyapa siswa “*Good morning!*”. Para siswa menjawab, “*Good morning!*”. GBI melanjutkan dengan bertanya siapa yang tidak masuk hari itu. Kemudian, GBI melanjutkan pelajaran dengan berkata, “Sekarang kita masuk unit 3, sekarang belajar *instructions*”. Sebelumnya, GBI bertanya kepada siswa menyebutkan benda-benda yang ada di perpustakaan. Lalu GBI bertanya, “Kalian pernah liat tulisan peraturan tidak di perpustakaan?”. Para siswa menjawab, “Pernah”. GBI menjelaskan apa yang akan dipelajari hari itu, “*School library rules* itu peraturan perpustakaan sekolah, coba sebutkan apa saja peraturan di perpustakaan kita?”. Para siswa menyebutkan peraturan apa saja yang ada di sekolah mereka. Setelah itu, GBI meminta siswa menirukan kalimat-kalimat yang diucapkan GBI yang ada pada buku LKS. GBI bertanya arti dari ucapan-ucapan tersebut dan sebagian besar anak dapat menjawab.

GBI melanjutkan pelajaran dengan meminta siswa mengerjakan latihan soal halaman 23 dan dibahas bersama-sama. Selanjutnya, GBI mendikte siswa dengan soal sendiri dan siswa menulis pada buku LKS kemudian diartikan bersama-sama. Para siswa berpartisipasi aktif dalam mengartikan. Lalu GBI melanjutkan pelajaran, "Sekarang kita ke *speaking, repeat after me, please!*". Para siswa menirukan ucapan-ucapan GBI dan mengartikan bersama-sama. Para siswa sebagian besar mengerti maksud ungkapan tersebut. GBI sempat mengingatkan salah satu siswa yang tidak memperhatikan, "Anas, tidak mendengarkan to?". Setelah itu, GBI meminta siswa membuat dialog seperti contoh dalam LKS sambil penggunaannya. Lalu GBI meminta para siswa menghafalkan dialog yang mereka kerjakan secara berpasangan dan yang siap maju ke depan kelas mempraktekkan dialog tersebut. Para siswa aktif menghafalkan dan yang sudah siap secara sukarela maju ke depan kelas. GBI menilai pasangan yang mempraktekkan dialog di depan kelas secara langsung. Setelah semua siswa maju ke depan, GBI meminta siswa berkemas-kemas untuk bersiap-siap pulang. Salah satu siswa menyiapkan teman-temannya untuk memberikan salam penutup kepada GBI.



The students work in groups to finish the tasks.



The teacher wears uniform tidily in both pictures.



The students come in front of the class to write their answers.

3.



I live at Jalan
Bantul no. 556.

4.



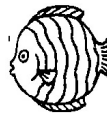
I am 9 years

5.



I am in grade
six

6.



My favorite pet is
fish.

7. Fill in the dialog with your identity and practice it with your friend

Friend : What is your full name?

You : My full name is _____

Friend : What is your nick name?

You : My nick name is _____

Friend : How old are you?

You : I am _____ years old

Friend : Where do you live?

You : I live in _____

Friend : What grade are you in?

You : I am in grade _____

Friend : What is your favourite pet?

You : My favourite pet is _____

8. Ask five friends, write the data

He, what is your full
name?



My full name is
Tania Larasati.

Full name	Nick name	Age	Address	Grade	Pet

Reading



Standar Kompetensi : Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah
 Kompetensi Dasar : Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana

9. Look, listen, read



She is a girl.
 Her name is Mira Nababan.



He is a boy
 His name is Rama Aji Putra.

Practice

1.



She is Nadia.
 ____ full name is Nadia Irawan.

2.



He is Aji Saputra.
 ____ address is Pajangan no 15.

3.



He is Mr. Johnathan White.
 ____ nick name is John.

4.



She is Sonia Karlinda.
 ____ favorite pet is turtle.



Listening

Listen to and repeat after your teacher.

Dengar dan ulangilah ucapan gurumu.



It's five o'clock.



It's nine o'clock.



It's two o'clock.



It's half past ten.

→ It's ten thirty.



It's twenty past two.

→ It's two twenty.



It's forty past six.

→ It's six forty.



It's a quarter to eight.

→ It's seven forty five.



It's five to one.

→ It's twelve fifty five.



It's twenty five to three.

→ It's two thirty five.



SILABUS BAHASA INGGRIS

Nama Sekolah : SD N KRAPYAK WETAN
 Kelas / Semester : V / I
 Tema : **My full name is**

Standar Kompetensi :

- Mendengarkan: Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
- Berbicara : Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah
- Membaca : Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah
- Menulis : Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah

No	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber/ Bahan	Nilai Karakter
1	1.2. Merespon instruksi sangat sederhana secara verbal	Instruksi guru untuk memperkenalkan diri kepada teman di dalam kelas Expressions: - Introduce yourself, please! Responses: - My full name is Benny Prastowo	Demonstrasi intruksi dengan kata, frasa, kalimat	1. Mendengarkan intruksi yang diucapkan guru/teman 2. Menirukan intruksi verbal yang diucapkan guru/teman 3. Mereaksi intruksi guru/teman di kelas	Unjuk kerja		Guru, lingkungan , siswa	Menghargai orang lain. Percaya diri. Berani

		<ul style="list-style-type: none"> - My nick name is Benny. - I am eleven years old. - I live in Bantul. - I am in grade five. - I like cat (pet) 						
2	2.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengenalkan diri , mengajak, meminta ijin, memberi ijin, menyetujui, tidak menyetujui, dan melarang	<p>Percakapan dengan tindak tutur mengenalkan diri sendiri</p> <p>Expressions:</p> <ul style="list-style-type: none"> - What is your full name? - What is your nick name? - How old are yo? - <p>Responses:</p> <ul style="list-style-type: none"> - My full name is Benny Prastowo. - My nick name is Benny. - I am eleven years old. - I live in Bantul. - I am in grade five. 	Mempraktekkan percakapan tindak tutur memperkenalkan diri	<ol style="list-style-type: none"> 1. Mendengarkan ujaran guru dalam percakapan untuk memperkenalkan diri. 2. Menirukan ujaran untuk meminta/memberi informasi tentang pegenalan diri yang diucapkan guru. 3. Mempraktekkan percakapan untuk memperkenalkan diri 	Unjuk Kerja		Guru, siswa, lingkungan	<p>Menghargai orang lain, Percaya diri.</p> <p>Berani</p>

		- I like cat (pet)						
3	3.1. Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana	<p>Teks bacaan yang berisi tentang pengenalan diri</p> <p>Hello, let me introduce my self. My full name is Benny Prastowo. You can call me Lisa. I am eleven years old. I live in Bantul. I am in grade five. My favourite pet is cat.</p>	Membaca nyaring teks bacaan “pengenalan” dengan penjeadaan, mengartikan kata, dan memahami isi bacaan	<ol style="list-style-type: none"> 1. Membaca dengan lafal yang tepat. 2. Mengartikan kalimat bahasa Inggris. 3. Menjawab pertanyaan isi bacaan 	tes tertulis		Guru, siswa, lingkungan	Ketelitian, jujur
4	4.1 Mengeja kalimat sangat sederhana secara tepat dan berterima	Form isian data diri rumpang	Mengisi form data diri rumpang sesuai dengan identitas masing-masing	<ol style="list-style-type: none"> 1. Mengisi form data diri sesuai dengan data pribadi siswa. 2. Menuliskan kembali isi form data diri menjadi kalimat pengenalan 3. Menyusun kalimat yang ditulis menjadi teks bacaan 	Tertulis		Guru, siswa, lingkungan	Ketelitian, , kerapihan.

				<p> sederhana tentang perkenalan diri. </p>				
5	Ulangan Harian					1		
6	Perbaikan Pengayakan					1		

SILABUS BAHASA INGGRIS

Nama Sekolah : SD N KRAPYAK WETAN
 Kelas / Semester : V / I
 Tema : **My School Map**

Standar Kompetensi :

- Mendengarkan: Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
- Berbicara : Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah
- Membaca : Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah
- Menulis : Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar	Nilai karakter
1.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah	Instruksi di sekolah. Expression: Go the library! Where is the library?	Mendengarkan dan merespon instruksi lisan dengan tindakan dalam konteks kelas.	1. Mendengarkan jenis-jenis instruksi dan ungkapan/respon verbal. 2. Melakukan tindakan sesuai instruksi guru/teman di kelas 3. Mereaksi instruksi guru/teman di kelas dengan tindakan	Unjuk Kerja		Guru Lingkungan sekolah	Menghargai orang lain Sopan santun

	Response: The library is beside the toilet (preposition: beside, in front of, behind, between)						
2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk	Percakapan meminta dan memberi petunjuk: Expression: - Where is the library? - Show me the laboratory! Response: - The library is beside the laboratory.	Mempraktekkan percakapan untuk meminta dan memberi petunjuk dengan: tanya jawab, intonasi, pelafalan, penekanan	1. Menirukan ujaran guru untuk meminta dan memberi petunjuk. 2. Mengucapkan ujaran guru untuk meminta dan memberi petunjuk. 3. Mempraktekkan ujaran guru untuk meminta dan memberi petunjuk.	Unjuk Kerja		Guru Siswa Lingkungan	Keberanian Kepercayaan diri Sopan santun
a. Memahami kalimat, pesan	Teks deskriptif bergambar	Membaca dan mengidentifikasi teks	1. Membaca teks deskriptif bergambar tentang	Unjuk Kerja		Guru	Keberanian

tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima	tentang denah ruang-ruang di sekolah	deskriptif bergambar tentang denah ruang-ruang di dalam sekolah.	denah ruang-ruang di sekolah 2. Menggambar denah ruang-ruang di sekolah sesuai isi teks 3. Menjawab pertanyaan tentang isi teks.	tertulis		Siswa Lingkungan	Ketelitian Kejujuran
4.1. Mengeja kalimat sangat sederhana secara tepat dan berterima	Dialog yang berisi ekspresi meminta dan memberi petunjuk. Expression: -Where is the library? -Show me the library! Response: The library is beside the laboratory.	Mengeja kalimat sangat sederhana tentang meminta dan memberi petunjuk tentang letak ruang-ruang di sekolah.	1. Mengurutkan huruf acak menjadi kata yang benar nama-nama ruangan di sekolah. 2. Mengisi nama-nama ruangan pada gambar 3. Menuliskan kembali letak-letak ruang di sekolah sesuai keterangan pada gambar	tertulis		Guru Siswa Lingkungan	Ketelitian Kerapihan

SILABUS BAHASA INGGRIS

Nama Sekolah : SD N KRAPYAK WETAN
 Kelas / Semester : V / I
 Tema : **In the library**

Standar Kompetensi :

- Mendengarkan: Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
- Berbicara : Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah
- Membaca : Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah
- Menulis : Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah

No	Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu	Sumber Belajar	Nilai karakter
1	1.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah	Instruksi untuk melakukan suatu tindakan di perpustakaan. Expression: - Take the history book! - Turn on the fan!	Demonstrasi instruksi untuk melakukan suatu tindakan di perpustakaan	1. Mendengarkan instruksi guru/teman di kelas 2. Melakukan tindakan sesuai instruksi guru/teman di kelas 3. Mereaksi instruksi guru/teman di kelas dengan tindakan	Unjuk kerja		Guru Lingkungan sekolah	Sopan santun Menghargai orang lain

	1.2 Merespon instruksi sangat sederhana secara verbal	<ul style="list-style-type: none"> - Close the door! - Put off your shoes! <p>Response:</p> <ul style="list-style-type: none"> - Yes, sure - OK - Of course 		<ol style="list-style-type: none"> 1. Mendengarkan instruksi yang diucapkan guru. 2. Menirukan instruksi verbal yang diucapkan guru. 3. Menjawab instruksi yang diberikan guru secara lisan. 				
2	2.2 Bercakap-cakap untuk meminta/memb eri jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang	<p>Dialog memberi dan meminta bantuan di lingkungan perpustakaan</p> <p>Expression:</p> <ul style="list-style-type: none"> - Do you mind to take the history book? - Do you mind to pass me the science book, please! <p>Response:</p>	Mempraktekkan percakapan memberi dan meminta bantuan dengan melibatkan ungkapan “Do you mind to ?”	<ol style="list-style-type: none"> 1. Menirukan ujaran dalam meminta dan memberi bantuan. 2. Mengucapkan ujaran meminta dan memberi bantuan. 3. Mempraktekkan percakapan meminta dan memberi bantuan. <p>1. Menirukan ujaran</p>	Unjuk Kerja		<p>Guru</p> <p>Siswa</p> <p>Lingkungan</p> <p>Flash cards</p>	<p>Sopan santun</p> <p>percaya diri</p> <p>keberanian</p>

	2.4 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan Do you mind.... dan shall we.....	- No - Of course not - Yes		kesantunan yang melibatkan ungkapan “Do you mind to...” 2. Mengucapkan ujaran kesantunan yang melibatkan ungkapan “Do you mind to” 3. mempraktekkan percakapan ujaran kesantunan yang melibatkan ungkapan “Do you mind to ...”				
3	3.2 Memahami kalimat dan pesan tertulis sangat sederhana.	Pesan tertulis berupa pengumuman perlombaan membaca di perpustakaan dan ucapan selamat	Membaca dan memahami arti kata dan tata bahasa dalam kalimat pada pesan tertulis.	1. Membaca pesan tertulis sangat sederhana berupa pengumuman 2. Mengartikan kata dalam pesan tertulis. 3. Menjawab pertanyaan berdasarkan isi pengumuman	Unjuk Kerja (Tertulis/lisan)		Guru Lingkungan Siswa	Jujur dan teliti.

		Expression: - Come and join the reading competition at “Melati” Library in February, 17 th , 2012 Don’t miss it! - Congratulations on your success!						
4	4. 2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima seperti: ucapan selamat, ucapan terima		Mendemonstrasikan penulisan pengumuman sederhana dan ucapan selamat tertulis	1. Menyalin kalimat pada pengumuman dan ucapan selamat 2. Melengkapi isi pengumuman dan kartu ucapan selamat 3. Membuat pengumuman dan kartu ucapan selamat sederhana.	Tertulis		Guru Siswa Lingkungan	jujur dan teliti.

	kasih, dan undangan							
5	Ulangan Harian					1		
6	Perbaikan / Pengayaan					1		

Mengetahui,
Kepala Sekolah

Krapyak Wetan, 2 Juli 2012

Guru Bahasa Inggris

Suhartono,S.Pd
NIP 195701041979121005

Eny Wijayanti,S.Pd
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SURAT PERNYATAAN TRIANGULASI

Yang bertanda tangan di bawah ini, saya:

Nama : Joan Sanita

NIM : 08202241032

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

menyatakan telah melakukan triangulasi sehubungan dengan analisis data yang dilakukan oleh saudara Wahyu Setya Putri sesuai dengan data yang ada pada buku "*Speed Up English 5*" terbitan Yudhistira dan LKS "*Clever Book*". Demikian pernyataan ini saya buat dengan sebenar-benarnya dan semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 29 Oktober 2012

Yang membuat pernyataan,



Joan Sanita

SURAT PERNYATAAN TRIANGULASI

Yang bertanda tangan di bawah ini, saya:

Nama : Titis Dewi Cakrawati

NIM : 08202241037

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

menyatakan telah melakukan triangulasi sehubungan dengan analisis data yang dilakukan oleh saudara Wahyu Setya Putri sesuai dengan data yang ada pada buku "*Speed Up English 5*" terbitan Yudhistira dan LKS "*Clever Book*". Demikian pernyataan ini saya buat dengan sebenar-benarnya dan semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 20 Oktober 2012

Yang membuat pernyataan,



Titis Dewi Cakrawati



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 NP (0274) 552843, 546287 Fax. (0274) 546287
<http://www.fbs.uny.ac.id/>

190610524-01
10 Jan 2011

Nomor : 902/JN.34.12/PP/VIII/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

7 Agustus 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kapathuan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Implementation of Character Education through the English Learning for 5th Grade Students in SD N Krapyak Wetan Bantul in the Academic Year of 2012/2013: A Content Analysis

Mahasiswa dimaksud adalah :

Nama : WAHYU SETYA PUTRI
NIM : 08202241029
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September – Oktober 2012
Lokasi Penelitian : SD N Krapyak Wetan Bantul

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I

Dr. Widyastuti Purbeni, M.A.
NIP 19610524 199001 2 001

Tembusan:
Kepala SD N Krapyak Wetan Bantul



DINAS PENDIDIKAN DASAR KABUPATEN BANTUL
UPT PPD KECAMATAN SEWON

SEKOLAH DASAR KRAPYAK WETAN

Alamat: Krapyak Wetan, Panggungharjo, Sewon, Bantul Telp (0274) 4399320
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SURAT KETERANGAN

Nomor:031/SDK/X/2012

Yang bertanda tangan di bawah ini:

Nama : Suhartono, S.Pd
NIP : 195701041979121005
Pangkat/Golongan : Pembina/ IV A
Jabatan : Kepala Sekolah
Unit Kerja : SD N Krapyak Wetan

Dengan ini menerangkan bahwa:

Nama : Wahyu Setya Putri
NIM : 08202241029
Program Studi : Pendidikan Bahasa Inggris
Keterangan : Yang bersangkutan telah melakukan penelitian di SD N Krapyak Wetan dari tanggal 3 September 2012 s.d. 22 Oktober 2012 dengan judul penelitian: "THE IMPLEMENTATION OF CHARACTER EDUCATION THROUGH THE ENGLISH LEARNING FOR THE 5th GRADE STUDENTS IN SD N KRAPYAK WETAN BANTUL FOR THE ACADEMIC YEAR OF 2012/2013: A Content Analysis"

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 30 Oktober 2012

Kepala SD Krapyak Wetan
Suhartono, S.Pd
195701041979121005